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ABSTRACT

Besides highlighting new national, state, territory, and commonwealth initiatives in Australian schooling, the fourth annual national report provides commentary on the operation of school systems, priority objectives, the participation of students in schooling including equity initiatives, areas of student learning, outcomes, teaching, learning, and the application of financial resources to the schools. Following a list of the 10 common and agreed national goals for schooling in Australia, a national overview of education in Australia offers the state of progress towards achieving national goals for schooling through a national collaboration in curriculum. The subsequent nine chapters accent information on the role of the commonwealth initiatives and give a more detailed account of schooling provision and educational initiatives in each of the following states and territories: (1) New South Wales; (2) Victoria; (3) Queensland; (4) South Australia; (5) Western Australia; (6) Tasmania; (7) Northern Territory; (8) Australian Capital Territory; and (9) Commonwealth. Each chapter contains information from the government and non-government sectors of Australian schooling and emphasizes the objectives for each state and territory. A separately published 64-page "statistical annex" containing 41 supplementary statistical tables (no text) is appended. (CK)

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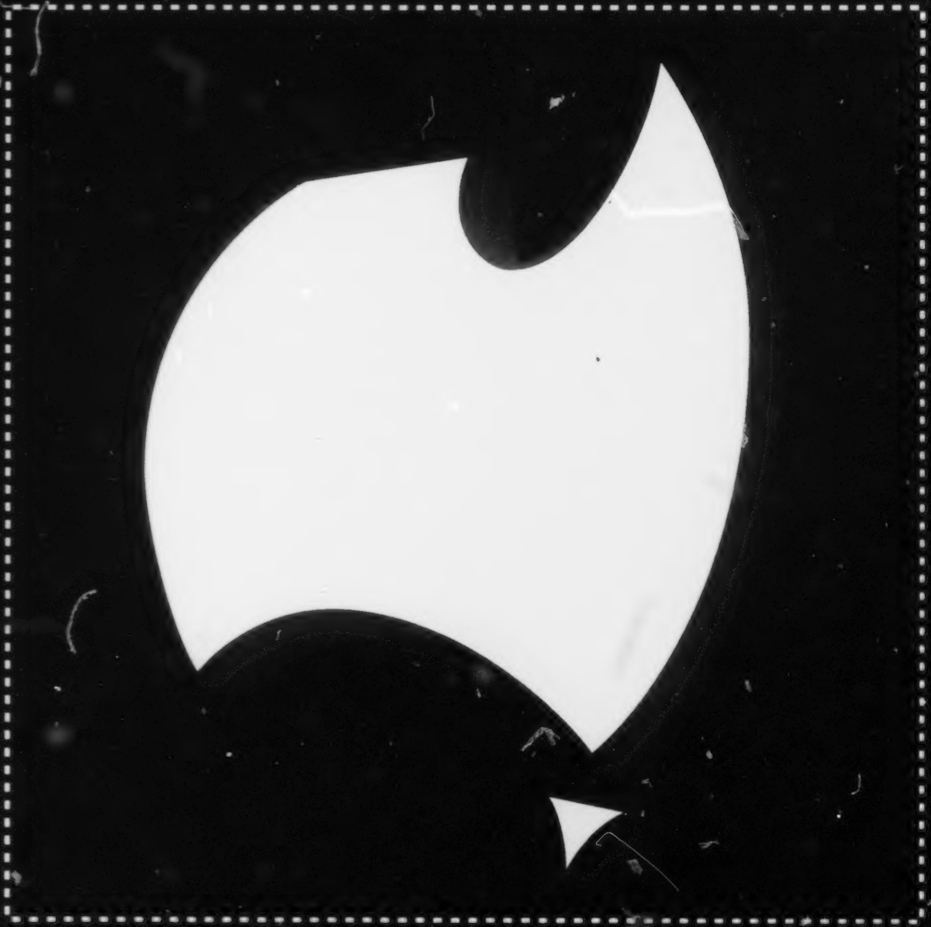

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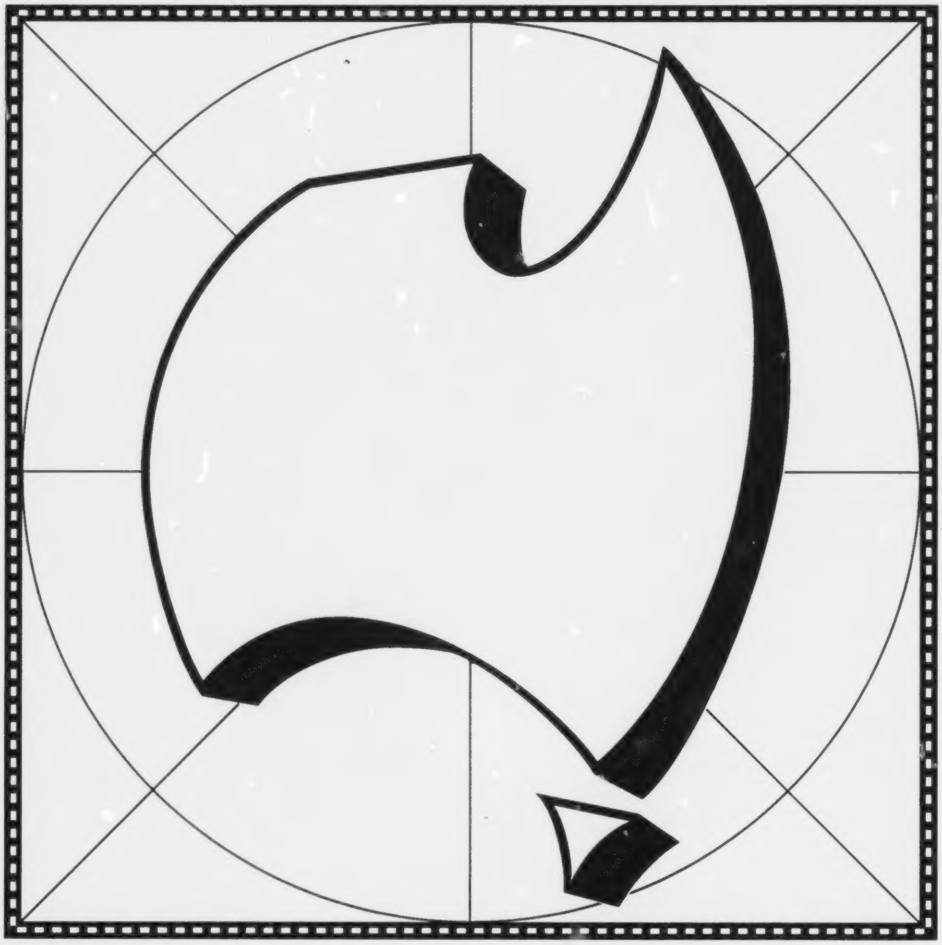
NATIONAL REPORT ON SCHOOLING IN AUSTRALIA



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PREFACE

In April 1989 the State, Territory and Commonwealth Ministers responsible for education, meeting as the Australian Education Council, made a historic decision in relation to the provision of information on the expenditure of public money on education. Previously, States and Territories had reported individually to the Commonwealth Government through a plethora of resource agreements. It was now agreed that such accountability requirements would be better met by an annual national report. This report would provide, in an accessible and readable form, a comprehensive account of schooling to the nation. A single audit certificate would suffice to meet specific Commonwealth financial accountability requirements.

This reporting arrangement was conditional upon the development of an agreed national framework. The framework, as it has evolved through the pilot report for 1989 and subsequent reports, has placed particular emphasis on progress towards the achievement of the national goals for schooling, with reporting on selected priority areas. Participation in national sample studies of key schooling initiatives is likewise an important contribution to the national reporting exercise. The development of national statistical data is a key feature of national reporting and a statistical annex constitutes a second volume to the report.

Initially, reporting by the non-government sector was negotiated by the Commonwealth, with the expectation that ultimately such schools would meet educational accountability requirements through the *National Report on Schooling in Australia*. In 1991, for the first time, Catholic schools, and independent schools in South Australia, participated fully in the *National Report* by providing information against the Agreed Information Framework. In 1992, all independent schools participated for the first time, with the result that all sectors of schooling in Australia now meet the Commonwealth's educational accountability requirements through this process.

The fourth annual national report provides commentary on the operation of school systems, priority objectives, the participation of students in schooling including equity initiatives, areas of student learning, student outcomes, teaching and learning and the application of financial resources to schools. Important new national, State, Territory and Commonwealth initiatives in schooling are highlighted. A major aim of the report is to raise public awareness of schooling in Australia by providing a comprehensive and authoritative source of information. At the same time, the contents of the report and the statistical annex provide an avenue for satisfying the legal requirements for the Federal Government to account for the expenditure of Commonwealth funds on schooling.

State, Territory and Commonwealth ministers with responsibilities for schooling:

	As at June 1992	As at June 1993
New South Wales	The Hon Virginia Chadwick MLC	The Hon Virginia Chadwick MLC
Victoria	The Hon Neil Pope MP	The Hon Don Hayward MLA
Queensland	The Hon Paul Braddy MLA	The Hon Pat Comben MLA
South Australia	The Hon Greg Crafter MP	The Hon Susan Lenehan MP
Western Australia	The Hon Kay Hallahan MLA	The Hon Norman Moore MLC
Tasmania	The Hon John Beswick MHA	The Hon John Beswick MHA
Northern Territory	The Hon Shane Stone MLA	The Hon Fred Finch MLA
ACT	Mr Bill Wood MLA	Mr Bill Wood MLA
Commonwealth	The Hon Kim Beazley MP	The Hon Ross Free MP

The Chair of the Australian Education Council in 1992 was the Hon Neil Pope MP, Victorian Minister of School Education until October 1992, and from October 1992 to 31 December 1992 the Hon Don Hayward MLA, Victorian Minister for Education; in 1993 the Chair is the Hon Norman Moore MLC, Western Australian Minister for Education, Employment and Training.

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COMMON AND AGREED NATIONAL GOALS FOR SCHOOLING IN AUSTRALIA

1 To provide an excellent education for all young people, being one which develops their talents and capacities to full potential, and is relevant to the social, cultural and economic needs of the nation.

2 To enable all students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.

3 To promote equality of education opportunities, and to provide for groups with special learning requirements.

4 To respond to the current and emerging economic and social needs of the nation, and to provide those skills which will allow students maximum flexibility and adaptability in their future employment and other aspects of life.

5 To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for life-long education.

6 To develop in students:

a the skills of English literacy, including skills in listening, speaking, reading and writing;

b skills of numeracy, and other mathematical skills;

c skills of analysis and problem solving;

d skills of information processing and computing;

e an understanding of the role of science and technology in society, together with scientific and technological skills;

f a knowledge and appreciation of Australia's historical and geographic context;

g a knowledge of languages other than English;

h an appreciation and understanding of, and confidence to participate in, the creative arts;

i an understanding of, and concern for, balanced development and the global environment;

j a capacity to exercise judgement in matters of morality, ethics and social justice.

7 To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context.

8 To provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups.

9 To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time.

10 To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.

NATIONAL OVERVIEW

Introduction

The purpose of this *National Report* is to inform the Australian people about the schooling that was provided during 1992 to over three million students in approximately 10,000 schools in Australia's eight States and Territories.

This chapter offers a national overview of schooling in Australia. Progress towards achieving the national goals for schooling through national collaboration in curriculum is a continuing highlight of the *National Report*, with particular emphasis for 1992 on the student learning areas of technology; science; and studies of society and the environment. Progress towards the national goals—which aim to make learning more accessible and more equitable—focuses this year on initiatives to improve the educational participation and attainment of students with disabilities. Subsequent chapters provide information on the role of the Commonwealth and a more detailed account of schooling provision and educational initiatives in each State and Territory. (Note: the term 'State' is used hereafter to refer to 'State' and 'Territory'.)

Australia has two sectors of schooling: a government and a non-government sector. Constitutional responsibility for school education lies with State governments, which have responsibility for providing education to all children of school age, whatever their physical and intellectual ability, social and economic circumstances, cultural background and beliefs. Parents, however, have the right to choose non-government schooling for their children and many do so for educational, religious, cultural or other reasons. Each chapter of this year's *National Report* contains information from the government and non-government (Catholic and independent) sectors of Australian schooling.

Responsibility for schooling in Australia

Under the federal system of government in Australia, responsibility for Australian schooling is shared between the six States, the Northern Territory, the Australian Capital Territory and the Commonwealth.

State ministers of education have constitutional responsibility for primary and secondary schooling. They are responsible for the provision of schooling to all students of school age in their State. Each State administers and provides substantial funding for its own system of primary and secondary schooling. These duties are exercised through government departments which are responsible to Ministers. In regard to government schools, the States are responsible for policies and processes in the areas of school and teacher registration, teacher employment, student enrolment, curriculum content, course accreditation and student assessment. State education departments recruit and appoint the teachers in government schools; supply buildings, equipment and materials; and provide discretionary funding for use by schools. However, since 1991 and continuing throughout 1992, a movement towards devolution of some of these responsibilities from departmental level to the school level has been taking place in some systems. In addition to these general policy responsibilities, all States have developed equity policies and programs which aim to provide quality schooling for all students in the State, irrespective of their social background or geographic location.

Responsibility for the Commonwealth role in schooling is exercised by the Commonwealth Minister for Employment, Education and Training. The Commonwealth Government provides significant supplementary finance to the States and to non-government schools. In addition, the Commonwealth plays an important national role in considering the broad purposes and structures of schooling, and in promoting national consistency and coherence in the provision of schooling across Australia. In cooperation with the States, the Commonwealth addresses resource, equity and quality issues through its general recurrent, capital and specific purpose programs. In addition, it has specific responsibilities for Aboriginal people and migrants, the provision of financial assistance to students, and Australia's international relations in education. The Commonwealth government also has direct responsibility for schooling in Australia's external territories of Christmas Island, the Cocos (Keeling) Islands and Norfolk Island.

The Australian Education Council: national cooperation in schooling

The Australian Education Council (AEC), established in 1936, is the forum for national collaboration in policy development and implementation relating to all levels of education in Australia. The council comprises the State and Commonwealth ministers for education. New Zealand became a full member in 1991 and Papua New Guinea is an associate member.

Ministers whose portfolios include school education are responsible for both government and non-government schools. The council, as a matter of principle, has established a range of consultative mechanisms at both federal and State level to obtain the views of the non-government school sector and, whenever possible, extends membership of its working parties and committees to the peak national bodies representing the non-government employing authorities—the National Catholic Education Commission (NCEC) and the National Council of Independent Schools' Associations (NCISA).

Regular consultation also takes place with peak national bodies representing:

- parents—the Australian Council of State Schools Organisations (ACSSO) and the Australian Parents Council (APC), representing government and non-government school parents, respectively;
- teachers—the Australian Teachers Union (ATU) and the Independent Teachers Federation of Australia (ITFA), representing government and non-government school teachers, respectively;
- the business sector—the National Industry Education Forum (representing a range of peak industry bodies including the Business Council of Australia (BCA), the Confederation of Australian Industry (CAI) and the Australian Chamber of Manufactures).

Two national research and development companies, partly or wholly funded by Commonwealth and State ministers of education, facilitate cooperative initiatives in schooling:

- the Australian Council for Educational Research (ACER), founded in 1930, which undertakes, promotes, disseminates and markets research and development projects, including educational and psychological tests;
- Curriculum Corporation (CC), which in 1990 commenced full operation in the development and publication of curriculum materials resulting from national collaboration, and is managed by a board comprising representatives from the government and non-government sectors and parent and teacher organisations.

The AEC meets at least twice a year, although additional special meetings are held as necessary. Its ongoing work is undertaken through a system of standing committees and working parties. It is supported by a small secretariat, funded by all governments and located in Melbourne.

The agenda of the AEC in 1992 continued to be dominated by initiatives associated with the post-compulsory years of schooling, with ongoing activity in national cooperation in curriculum.

In 1992 the AEC met jointly with the Ministers of Vocational Education and Training (MOVEET) on issues which affect both sectors and some activities were undertaken jointly by the AEC and MOVEET.

The following activities summarise the national collaborative initiatives. During 1992, either the AEC alone, or AEC and MOVEET:

- produced a major report on employment-related Key Competencies for post-compulsory education and training (the Mayer Report, described in greater detail on page 10);
- established the Officials Working Party on Entry Level Training to advise on the introduction of the Australian Vocational Certificate Training System (AVCTS) recommended by the Employment and Skills Formation Council (ESFC) of the National Board of Employment, Education and Training (NBEET) (the Carmichael Report, described in greater detail on page 12); and, in terms of reference added late in 1992, to coordinate further exploratory work on the Mayer Key Competencies;
- received the recommendations of the Joint AEC–MOVEET–National Industry Education Forum (NIEF) Working Party and referred them to the above group working on the introduction of the AVCTS;
- set up the Working Group on Credentials to advise on means of ensuring an effective interface between qualifications offered across all sectors of education and training;
- endorsed the *National Action Plan for the Education of Girls 1993–97* (described in greater detail on page 7);

- established the National Advisory Committee on the Education of Girls;
- established the Open Learning Technology Corporation (OLTC);
- established the Adult and Community Education Working Party to develop national policies and principles in adult education;
- promoted the work of the Australian Curriculum, Assessment and Certification Authorities (ACACA) in national coordination of higher education selection and admission procedures;
- agreed to develop a collaborative National Strategy for Equity in Schooling, in close consultation with the non-government sector, through the Schools Working Party established following the Special Premiers' Conference;
- agreed to distribute and promote the *National Code on Sponsorship and Promotion in School Education* through State ministries;
- endorsed the national Adult Literacy Strategic Framework as the basis for consultations with key groups undertaken by the Australian Language and Literacy Policy Working Party;
- assisted the work on teacher competencies being undertaken by the National Project on the Quality of Teaching and Learning;
- released interim statements on science, technology and English as part of the National Collaboration in Curriculum initiative and intensified work on the development of statements and profiles in the remaining key learning areas in order to meet the ministers' expectations of completion by mid-1993;
- released *Career Education in Australian Schools* as a working document to assist the nationwide development of career education programs and components within curriculum;
- continued the publication of nationally agreed statistics on schooling in collaboration with the Australian Bureau of Statistics.

The structure of schooling in Australia

The first (1989) *National Report on Schooling in Australia* contained detailed information on the social and economic context and the structure of schooling. It was decided not to repeat all of this information each year, but to compile the detailed data in a statistical annex companion volume. The *Statistical Annex* will be made available on request to education researchers and writers and other interested persons.

Of the two broad sectors of schooling in Australia, government schools, which enrol the large majority of students, operate under the direct responsibility of the State Education Minister. Non-government schools, which operate under conditions determined by government registration authorities, are required to provide certain minimum education standards and satisfactory premises. Almost all non-government schools have some religious affiliation, most commonly with the Catholic church (69 per cent of non-government students are enrolled in Catholic schools). Each State has a substantial system of Catholic schools. About 808 non-government schools are independent, that is, they do not belong to a system.

Schooling is compulsory from ages 6 to 15 (16 in Tasmania). In most States, though, children start primary school at around the age of five when they enrol in a preparatory or kindergarten year. After the preparatory year, primary education lasts for either six or seven years, depending on the State concerned (see Figure 1). In 1992 there were 1.8 million primary school students, of whom 75 per cent were enrolled in government schools. The scattered rural population in most States has necessitated a large number of very small primary schools, although this number is declining. All government primary schools and most non-government primary schools are coeducational.

Secondary education is available for either five or six years depending upon the length of primary school in

Figure 1. The structure of primary and secondary schooling in Australia

There are three basic patterns evident, as illustrated below.

Level	*NSW, Vic., Tas., ACT*	*SA, NT*	*Qld, WA*
Year 12	SECONDARY	SECONDARY	SECONDARY
Year 11			
Year 10			
Year 9			
Year 8			
Year 7		PRIMARY	PRIMARY
Year 6	PRIMARY		
Year 5			
Year 4			
Year 3			
Year 2			
Year 1			
Pre-year 1			

Pre-year 1 is called Kindergarten in NSW and ACT and Preparatory in Vic. and Tas.

Pre-year 1 is called Reception in SA and Transition in NT the State concerned. Students normally commence secondary school at about age 12. In 1992 there were 1.29 million full-time students enrolled in secondary schools, of whom 68 per cent were in government schools. Most government secondary schools are coeducational, but a significant number of non-government secondary schools are single sex.

These historical differences in the organisational structures of Australia's school systems cause problems for Australia's increasingly mobile student population. Since 1989, education ministers have worked to minimise problems associated with differences in year levels and nomenclature.

Features of the structure of Australian schooling in 1992 were as follows:

- There were 9,957 schools in Australia, which represented a decline of 23 or 0.2 per cent since 1991.
- Seventy-one per cent of the schools were primary schools, 16 per cent were secondary schools, 8 per cent were combined primary and secondary schools and 4 per cent were special schools.
- There were 3,098,966 full-time students in Australian schools. This was an increase of 23,829 in student numbers, or 0.8 per cent, since 1991. Primary numbers increased by 1 per cent and secondary school student numbers by 0.5 per cent.
- Seventy-two per cent of full-time students in Australia attended government schools. The respective proportions for primary, junior secondary and senior secondary government school enrolments were 75 per cent, 69 per cent and 67 per cent.
- The total number of teaching and non-teaching staff employed in Australian schools was 249,655 (in full-time equivalents), which represented an increase of 3,296 or 1.3 per cent since 1991.
- There were 202,066 teaching staff (in full-time equivalents) employed in Australian schools, which represented an increase of 2,534 or 1.3 per cent since 1991.

Table 1. Key features of Australian schooling, 1992

	Government	*Non-government*	*Total*
Schools	7,448	2,509	9,957
Students (full-time)	2,234,083	864,883	3,098,966
Aboriginal and Torres Strait Islander students	66,850	8,969	75,819
Full-fee paying overseas students	1,436	6,358	7,794
Staff (in schools)	181,248	68,407	249,655
Teachers (in schools)	147,845	54,221	202,066
Expenditure (1991–92) (government schools)	$9,838m	n.a.	n.a.
Apparent retention rates (to year 12)			
Males	68.9%	80.9%	72.5%
Females	79.0%	88.6%	82.0%
Persons	73.8%	84.7%	77.1%
Participation rates			
16-year-olds	—	—	80.9%
17-year-olds	—	—	60.3%
Pupil–teacher ratios			
Primary	18.0	19.8	18.4
Secondary	12.1	13.1	12.4

Source: Statistical Annex, 1992

- The average number of students per teaching staff member was 15.1 in government schools and 16 in non-government schools. For all schools the ratios for primary and secondary schools were 18.4 and 12.4 respectively.
- Females comprised 74 per cent of teaching staff in primary schools and 51 per cent of teaching staff in secondary schools. Both ratios represent slight increases since 1991.
- Among non-teaching staff, 79 per cent were female, the same proportion as in 1991.

Achieving the national goals

Excellence and equity

Educational provision for students with disabilities

The particular focus of the 1992 *National Report on Schooling in Australia* is on the third Common and Agreed National Goal—to promote equality of education opportunities, and to provide for groups with special learning requirements—in so far as it applies to students with disabilities.

In the chapters that follow, each of the States and the Commonwealth describe specific initiatives undertaken by them in 1992, while this chapter reports the preliminary findings of a national study of educational provision for students with disabilities.

The study, the final results of which are expected to be published in 1993, was commissioned on behalf of the AEC by the Commonwealth Department of Employment, Education and Training and conducted by the ACER. Specifically, it was concerned with students who satisfied the criteria for enrolment in special education services—be they in a special or regular school setting—provided by the relevant State authority. Students with specific learning difficulties or remedial problems were not included in the study.

The aim of the study was to make a useful contribution to understanding how best to provide educational services to students with disabilities by describing current State and school-level policies and practices; providing a picture of the population of students with disabilities in Australian schools; and identifying a range of best practices. The study also aimed to evaluate the effectiveness of the Commonwealth Special Education Program—this aspect is reported on in the Commonwealth chapter of this report. The information required to achieve these objectives was obtained by means of a review of the relevant literature; a survey of government and non-government education authorities, covering aspects of policy and procedures; and a sample survey of some 350 schools, comprising three separate questionnaires — to school principals, teachers and parents. Catholic and independent schools were somewhat over-represented in this sample of schools, because of the very high response rate among this group, and the lower than expected response rate from government schools. The findings based on the sample survey may therefore reflect the different patterns of provision in government, Catholic and independent schools.

Preliminary findings of the study

Policy initiatives

All States have, in recent years, developed guidelines on educational provision for students with disabilities and enacted relevant legislation relating to issues such as equal opportunity, social justice, occupational health, and community services.

The main thrust of the policies developed is toward educational provision for students with disabilities in the 'least restrictive environment' commensurate with their needs. This has led to a strengthening of the trend toward 'integration' and 'inclusive schooling'. However, there is also a recognition that, for some students, enrolment in a special facility is the most appropriate way of delivering a relevant curriculum. All States therefore provide a range of options for students with disabilities, including special schools, special classes or units attached to primary and secondary schools (except in Victoria where this form of provision is not available in the government sector), and enrolment in primary and secondary schools.

The move toward integration has been accompanied by a decentralisation of services to students with disabilities; adaptations to staffing formulae to improve provision in schools and regions; and the development of appropriate curricula for students with disabilities, particularly individual or negotiated curriculum plans to meet the special needs of individual students.

New initiatives to cater for students with disabilities at secondary level and to prepare students for transition to post-school training, employment and adult living were reported by all States, including school-based programs, accredited courses and transition programs.

The population

On the basis of the study there are an estimated 56,000 students with disabilities in Australia. The study recognises that the collection of accurate data is difficult because of differences in the definition of disability and in the criteria for access to special services.

The study indicated that in 1992 approximately 29 per cent of all students with disabilities were enrolled in special schools, 26 per cent were enrolled in special classes or units attached to primary and secondary schools, and 44 per cent were enrolled in primary and secondary classes. In terms of sector, 83 per cent were enrolled in government schools, 13 per cent in Catholic schools and 4 per cent in independent schools.

In the government sector the total number of students with disabilities as a percentage of total school enrolments is about 2.1 per cent while in the non-government sector it is approximately 1.1 per cent.

In terms of type of disability, the available data indicated that about 80 per cent of students with a disability have an intellectual disability, either alone or in conjunction with other forms of disability, while about 20 per cent have a physical, sensory or behavioural disability not associated with an intellectual disability. The most common forms of disability other than intellectual disability are physical disability and hearing impairment.

Criteria for identification of students with disabilities

The study found that differences between States in the number of students classified in different areas of disability related to a lack of uniformity in criteria for identifying students with disabilities, and to the differential application of the policy of 'non-categorisation' under which provision for students with disabilities is based on curriculum needs rather than on categories of disability.

In the case of non-government schools, however, the need for criteria to determine allocation of funding or support from Commonwealth and State funding bodies has led to the adoption of explicit or implicit criteria which link the nature and severity of the disability and curriculum needs. In South Australia, 'notional student groupings' have been developed, whereby the level of disability in different areas is linked to curriculum support (e.g. 'mild disability' is seen as requiring 'minimal curriculum support') and in Queensland, different levels of disability in different areas are identified as a basis for allocating needs-based funding to non-government schools.

The study suggests that criteria for identifying different levels of disability which are associated with levels of curriculum support required could be used as a basis for establishing national criteria and as the basis for collection of consistent information on a national scale.

Resources and staffing

Students with disabilities comprise a very heterogeneous group. Staffing and resources will therefore vary according to the needs of the students and the nature of the facilities provided. This makes meaningful comparisons between different schools and States very difficult. The following information obtained from the school survey on staffing and resources will therefore need to be interpreted with caution.

The school survey indicated a national average cost of approximately $14,000 per student enrolled in government special schools in 1992, though this cost needs to be viewed in the context of the small size of most special schools. The cost is made up of approximately $8,200 for teacher salaries, $2,800 for non-teacher salaries, $1,500 for transport and $1,600 for other costs including building and maintenance costs, school equipment and resources, school activities and additional support services.

The average student–teacher ratio in special schools varied from 3.2 to 9.2 students per teacher in the different States and systems. When teacher aides and teacher assistants were included, the average number of students per teacher/teacher aide ranged from 2.2 to 5.9, and when total staff (including non-teaching staff) were included, the average number of students per staff member ranged from 1.8 to 4.2.

School survey responses indicated that staffing, particularly in terms of providing more one-to-one support for students in integrated settings and access to specialist services, were major areas of concern. The adequacy of training for classroom teachers to provide the skills and techniques necessary for teaching students with disabilities was also raised as an issue.

Recent developments in special education at the school level

The study found that an individual education program had been prepared for most students with disabilities—around 80 per cent at primary level and around 70 per cent at secondary level.

Schools mainly used informal or semi-formal assessment procedures, particularly at secondary level. More formal assessment such as teacher-designed tests or procedures to assess achievement of specific curriculum objectives was indicated by about a quarter of teacher responses. Primary-level teachers were more likely to make use of standardised achievement tests (particularly in reading or mathematics) and diagnostic testing than teachers at secondary level.

Forty-three per cent of students aged 15 or over had individual transition plans prepared to assist them in planning for transition to further training, employment or adult living.

Teachers suggested that, through collaboration, the specialist skills and expertise of staff from special schools and special units could be used to assist in the integration of students with disabilities in regular schools. Teachers also commented on the particular benefits of special units attached to primary and secondary schools in terms of the flexibility provided for movement between regular classes and special classes, collaboration with classroom teachers, and the support that could be provided to students with a range of disabilities and learning difficulties.

Parent perspectives

Responses from the parent questionnaire indicated that, overall, parents of students with disabilities were satisfied with their child's educational program and progress, the services provided by schools, the supportiveness and encouragement of school staff and the communication they had with the school.

Integration was valued for the opportunities it provided for children to mix with their non-disabled peers and to develop social skills, and the positive effect of this experience on their confidence and self-esteem. Special schools or units were valued for providing specialist programs and services together with smaller classes and more one-to-one contact.

The main concerns expressed by parents were the need for better or more centralised information on schooling options, better assessment procedures for the earlier diagnosis of disabilities and provision of appropriate intervention programs at an early age, and more access to specialist services.

Challenges ahead

While the shift to the integration of students with disabilities into primary and secondary schools has had profound effects in terms of changing attitudes towards students with disabilities, the study found there is a need to maintain a range of services, including special schools and special units, to meet the particular needs of different groups of students as well as the needs and desires of parents.

Attendance of students with disabilities in primary and secondary schools sometimes presents problems for school systems, particularly the need to provide adequate staffing levels and access to specialist services to ensure students access and participate in the curriculum. To achieve the goal of inclusive schooling, classroom teachers will require both professional training and access to adequate support services.

The study highlighted the need for adequate planning and preparation for the transition to adult living, and the development of effective links between schools and the providers of post-school training and work experience programs. There is also a need for an examination of the reasons for the apparent change in enrolment patterns from primary to secondary level and the overall decrease in enrolments after age 15, and for the collection of information on outcomes for students with disabilities, including their destinations after they leave school.

The National Strategy for Equity in Schooling

In September 1992 the AEC established the Schools Working Party Taskforce on a National Strategy for Equity in Schooling. Its task is to develop a genuinely collaborative national strategy incorporating national objectives and priorities. The peak non-government school authorities—NCEC and NCISA—have been invited to join Commonwealth, State and Territory Governments in developing the strategy and a comprehensive program of consultations is being conducted with non-government education authorities, service providers, parent and teacher organisations and other appropriate bodies.

The working party developed a framework for the draft national strategy and has agreed upon a general approach. The framework consists of:

- principles—statement of values that underpin the national strategy;
- goals—directions for achieving equity in schools;
- target groups—students with diverse educational needs, including those with compound disadvantage. These are:
  - students from low socioeconomic backgrounds/living in poverty
  - students from non-English speaking backgrounds
  - Aboriginal and Torres Strait Islander students
  - students with disabilities, learning difficulties and behaviour disorders
  - students who are geographically isolated
  - students at risk of leaving school early
- priority areas for action—strategies and processes to achieve the goals;
- performance measures—means of measuring to what extent goals are met;
- evaluation—an integral part of the strategy to determine procedures for assessment of progress, and the recommendation of priorities.

The draft strategy is expected to be completed and circulated for broad community consultation in mid-1993.

Education of Girls

National Action Plan for the Education of Girls 1993–97

The *National Action Plan for the Education of Girls 1993–97* was endorsed by ministers at the 68th meeting of the AEC in September, 1992. The National Action Plan is the outcome of the review of the operation of the *National Policy for the Education of Girls in Australian Schools* over the past five years.

The review found that understandings about the educational discrimination and disadvantage experienced by girls had undergone some change over these years. Taking full account of new complexities in teaching and learning, in curriculum development and delivery, and in school organisation and management, the review identified directions for future action at all levels of schooling. While retaining the original four *objectives* of the National Policy which will continue to provide an appropriate framework for action at national, system and school levels, the National Action Plan will provide direction for the education of girls from 1993–97 through eight new *priorities* (see Figure 2).

The eight new priorities for action emerged from extensive consultations with interested parties, not least the schoolgirls themselves. The priorities have been clearly defined and supported by a wide range of suggested strategies which may be used by systems, schools, teachers and parents.

One of the new priorities involves examination of the construction of gender in Australian society. The review of the National Policy established that, while much had been achieved, for many girls, education and employment prospects continue to be restricted by the gender constructs of Australian society—constructs which have been assimilated in early childhood and which are often reinforced during the years of schooling.

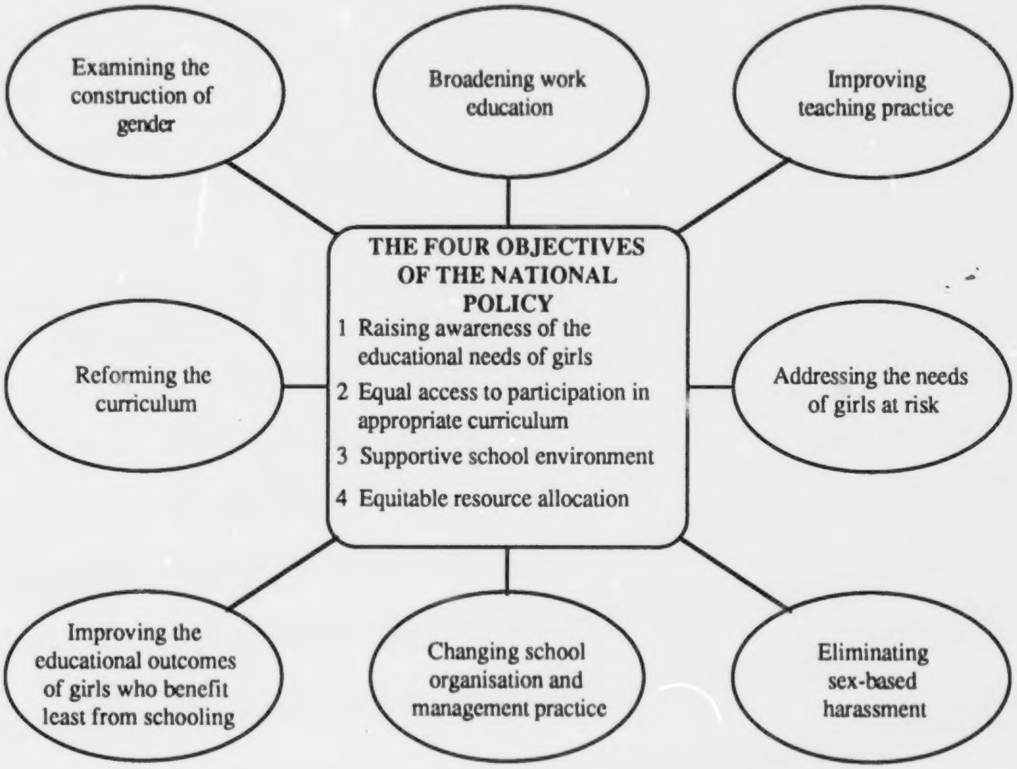
National Advisory Committee on the Education of Girls

In addition to endorsing the Action Plan, the AEC agreed that there would be value in rationalising national advisory structures for the education of girls. Accordingly, a single advisory body encompassing the work done in this area by the Commonwealth, the Conference of Directors' General and the AEC was established as the National Advisory Committee on the Education of Girls.

The committee, chaired by a representative of the AEC Standing Committee (Schools), comprises representation from the non-government school sector and the Schools Council of NBEET, as well as State nominees, including a member from New Zealand.

The committee's terms of reference include providing advice to relevant AEC working parties, monitoring the Action Plan and coordinating national reporting. The committee was also requested to provide supplementary advice on strategies for boys in relation to achievement

Figure 2. The eight priorities of the *National Action Plan for the Education of Girls*


Examining the construction of gender
Broadening work education
Improving teaching practice
THE FOUR OBJECTIVES OF THE NATIONAL POLICY
1 Raising awareness of the educational needs of girls
2 Equal access to participation in appropriate curriculum
3 Supportive school environment
4 Equitable resource allocation
Reforming the curriculum
Addressing the needs of girls at risk
Improving the educational outcomes of girls who benefit least from schooling
Changing school organisation and management practice
Eliminating sex-based harassment

Source: National Action Plan for the Education of Girls 1993–97

Examining the construction of gender—excerpts from the *National Action Plan for the Education of Girls*

While sex differences are understood as biological, gender differences refer to those behaviours and attitudes which are constructed through social practice. The construction of ways of being female or male is a dynamic process in which all play a part.

...these gender constructions form the basis of unequal relations between females and males.

...many girls and boys develop narrow and limited concepts of masculinity and femininity—concepts which impoverish their existence.

... constructions of gender are likely to dictate limitations on students' choices and their subsequent success at school.

... teachers can contribute to girls and boys developing very limited concepts of their capabilities.

Schools therefore need to be aware of the key role they play in constructing gender through language, beliefs and practices.

Key strategies for examining the construction of gender

In schools and systems:

- develop policy and implement professional development programs which provide school staff with an understanding of construction of gender
- develop, for all year levels, curriculum which increase students' awareness of how gender is constructed, with particular reference to:
  - the role of language
  - the abuse of power in relationships
  - the part that violence plays in the establishment of power
  - the examination of body images for girls and boys as presented in the media, and the relationship between body image and disorders such as bulimia and anorexia
  - the role of popular cultural texts including videos, computer games, toys, films, music, magazines
  - the influence of family, peers, community, media in the construction of gender
- develop processes which teach that aggression and violence are unacceptable behaviour
- engage parents and the community in the development of programs and materials which develop awareness of the impacts of gender construction.

Questions for schools

What opportunities and support are provided by schools and systems for teachers and students to explore the limitations which have been placed upon them because of their gender?

How does the curriculum allow all students to engage in critical exploration of gender issues including the implications for themselves and society of culturally constructed femininity and masculinity—such as issues of life choice, health and violence?

What steps does the school community take to encourage, support and value the decisions of those girls and boys who choose to participate in subjects and activities which are not the traditional occupations associated with their gender?

What resources and materials are made available to parents and the wider community to enable them to participate in discussions and activities related to the construction of gender?

What roles are given to adults (parents, teachers, administrators, school counsellors, ancillary staff) in the school community? How do these challenge gender stereotypes?

National Action Plan for the Education of Girls 1993–1997, pp. 7–9 of the objectives of the National Policy for the Education of Girls, and to liaise with other initiatives in this area such as the DEET Project on Gender and Violence.

In addition, the committee will work with the Vocational Education, Employment and Training Advisory Committee (VEETAC) Women's Standing Committee to assist the AVCTS pilot projects to achieve equity and access objectives as set down in the Employment and Skills Formation Council Report.

Equity in Senior Secondary School Assessment Project

In December 1991 the Senior Secondary Assessment Board of South Australia (SSABSA), in cooperation with the Australian Curriculum and Assessment Authorities (ACACA), commenced work on the Equity in Senior Secondary School Assessment Project, which was funded by the Commonwealth as a Project of National Significance. The project has investigated equity issues in patterns of student performance in selected subjects at the senior secondary level, with a view to establishing the implications of this research for both policy and practice in curriculum and assessment. The findings of the project will be included in the *National Report* for 1993.

General and vocational education

The Mayer Report

The committee to advise the AEC and MOVEET on employment-related key competencies for post-compulsory education and training (the Mayer Committee), as recommended in the Finn Report, was established in 1991. Membership of the committee was drawn from the schools (including non-government) and TAFE sectors, from the Commonwealth, from the Australian Vice-Chancellors' Committee, the National Training Board, the business community and the trade union movement, with an independent chair, Mr Eric Mayer, former Chair of the Board of National Mutual Life Association. The committee presented its final report, *Key Competencies*, to the 68th meeting of AEC–MOVEET in September 1992.

The Mayer Committee presented a highly comprehensive and detailed report, the culmination of three stages of research and consultation. In the first section the report proposed seven Key Competencies, to be performed at three levels and assessed and reported on in ways which would enable their value to be recognised in both industry and further education and training.

In the second section, the report made detailed recommendations for further developmental work on implementation of the Key Competencies as part of the wider reform of the education and training sectors, including how the Key Competencies may be achieved by young people outside the school and training sectors and how the Key Competencies might be linked to career pathways via both industry and post-secondary education and training.

Preparing young Australians for employment

This has always been part of the role of general education and is the primary purpose of entry-level training. The changes currently occurring in Australian industry to enable Australia to compete in international markets depend on developing a workforce capable of participating effectively in new forms of work and work organisation. This requires a renewed emphasis on the role of general education in providing the foundation for a multi-skilled, flexible and adaptable workforce and a greater emphasis on the role of general education on broad employment-related competencies in vocational education and training. Ministers welcomed the Mayer Committee report on Key Competencies as a significant contribution to addressing these education and training issues vital to Australia's future.

68th (September, 1992) AEC–MOVEET Meeting

Ministers endorsed the following definition of Key Competencies proposed by the report:

> Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work in general rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are also essential for further education and in adult life more generally.

Ministers agreed that Collecting, Analysing and Organising Information; Communicating Ideas and Information; Planning and Organising Activities; Working with Others and in Teams; Using Mathematical Ideas and Techniques; Solving Problems;

and Using Technology are Key Competencies which are essential for all young Australians. Nevertheless, they remained open to the possibility of extending or otherwise modifying the list of Key Competencies in the light of further public consultation.

Ministers also agreed in principle that cultural understanding, which was an area of competence identified by the Finn Committee, is an essential part of the knowledge, skills and understanding that form a foundation for, and need to be developed in conjunction with, the Key Competencies.

Ministers noted that the States and industry are undertaking extensive further consultation on all issues raised in the Mayer Report and that these findings would be conveyed to a joint meeting of senior officials for their consideration prior to submission of a consolidated set of recommendations to the 69th meeting of AEC–MOVEET.

More specifically, ministers asked their peak advisory bodies from each of the schools, vocational education and training and higher education sectors, and the National Training Board, to provide further advice on the relationship between the Key Competencies and other developments at the post-compulsory level; assessment; public reporting and confidentiality of the Key Competencies; and implementation issues related to the Key Competencies.

To inform these deliberations, ministers agreed that further work could proceed according to individual State's wishes in areas identified in the report, such as field-testing the implementation of the Key Competencies in both school and training settings; provision of access to those not in formal education and training; validation and benchmarking of the performance levels; professional development; and links between Key Competencies and industry competency standards and standards in post-secondary admission.

Putting General Education to Work—a condensed version of the final Mayer report—was widely distributed as a basis for this further stage of public consultation.

At a meeting of senior officials late in 1992 it was agreed that a strategy for preparation of coordinated advice was needed. As the employment-related Key Competencies are an integral part of the training reform agenda, it was considered appropriate that coordination of the extensive further research requested by the ministers should be undertaken by the working party currently engaged in developing the new Australian Vocational Certificate (AVC) training system (see page 12). This required some revision of membership and the establishment of a subcommittee.

Seven Key Competencies for effective participation in the emerging patterns of work and work organisation:

Collecting, Analysing and Organising Information
The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.

Communicating Ideas and Information
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Planning and Organising Activities
The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

Working with Others and in Teams
The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Using Mathematical Ideas and Techniques
The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.

Solving Problems
The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.

Using Technology
The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Key Competencies, 1992

Indicative Performance Levels for the Key Competency 'Working with Others and in Teams'

Performance Level One

At this level a person:

- clarifies defined purposes and objectives to be achieved by working with others;
- identifies and responds to defined roles and perspectives;
- works with others to achieve agreed objectives within agreed timeframes

Some applications of Working with Others and in Teams at this level are:

- selling pastries in a cake shop;
- working with a partner to improve goal shooting in netball;
- working as a member of a team in a fast food outlet;
- working as a chaser in conjunction with a crane driver.

Performance Level Two

At this level a person:

- interprets purposes and objectives to be achieved by working with others;
- organises procedures and timeframes to take account of different roles and perspectives;
- works with others to achieve agreed objectives.

Some applications of Working with Others and in Teams at this level are:

- assisting with caregiving for children;
- recognising and including the abilities of fellow workers, including those who have disabilities;
- preparing tables and waiter stations for service;
- establishing improved morale in a team after serious defeat or disappointment.

Performance Level Three

At this level a person:

- defines purposes and objectives to be achieved by working with others;
- establishes roles, procedures and timeframes taking into account different perspectives;
- negotiates with others to define objectives and, where necessary, to monitor and redefine them.

Some applications of Working with Others and in Teams at this level are:

- directing a play;
- working in a sales representative team for travel firms;
- leading a work team on a building site;
- representing a point of view in a debate.

Key Competencies, September 1992, p. 32

On the basis of the report of the AVC working party and advice from the various other agencies, senior officials will present a consolidated report on the Key Competencies to ministers in 1993.

Proposal for an Australian Vocational Certificate Training System (AVCTS)

In July 1991, the Finn Committee, which was established by the AEC and MOVEET, presented its final report. This report, *Young People's Participation in Post-Compulsory Education and Training*, focused on the future development of post-compulsory education and training in Australia. It highlighted the need to develop a more appropriate regime of vocational education and training at the post-compulsory level and beyond—an integrated entry-level system. To address this issue, the Commonwealth Minister requested the Employment and Skills Formation Council (ESFC) of the National Board of Employment, Education and

Training (NBEET) to consider a new, integrated entry-level training system for Australia; Commonwealth subsidies for employers for apprenticeships; and traineeships and allowances for education and training.

The ESFC reported (the Carmichael Report) in March 1992. It recommended the development of a new entry-level training system, the Australian Vocational Certificate (AVC) training system. In June 1992, MOVEET and the AEC endorsed in general terms the strategy outlined in the ESFC Report for introducing the AVC system, noting the importance of piloting, evaluation and agreed resourcing arrangements before final decisions are taken. Governments have agreed that all aspects of the AVC system be tested through a range of pilot projects with the changeover to all new systems proposed for January 1995.

The VEETAC–AEC Officials Working Party on Entry Level Training was established to coordinate the introduction of the AVC system. The working party comprises representatives from the Commonwealth (chair), States and Territories, industry members and a representative each from VEETAC Women's Standing Committee and the National Industry Training Advisory Bodies (ITAB) Group. The working party has also been given the following tasks:

- further developing the curriculum, assessment and teacher/trainer training framework for the AVC system;
- developing advice on the concept of pathways under the AVC;
- providing advice on the administrative and delivery framework for the AVC system;
- advising on networking and related industrial relations issues under the AVC system;
- coordinating and monitoring the development and implementation of pilot projects for the AVC system.

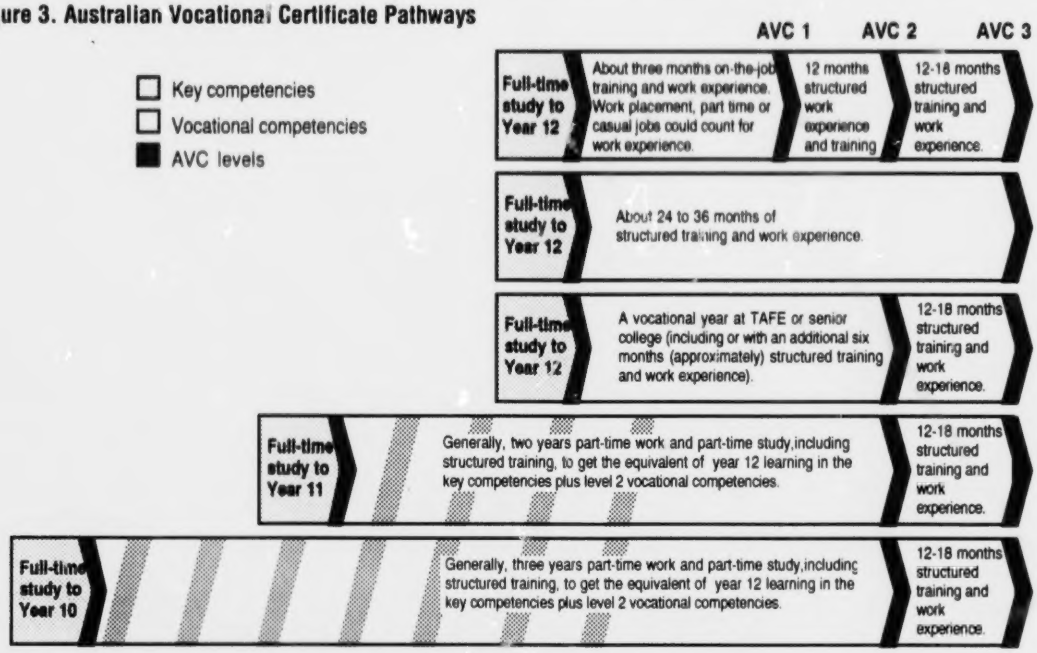
In December 1992, the working party met as the reconstituted VEETAC–AEC Officials Working Party on Post Compulsory Education and Training, with overall responsibility for the tasks associated with assessing the feasibility of the Mayer Committee recommendations.

Pathways for the Australian Vocational Certificate Training System

The AVC system proposes a range of flexible pathways for young people, including school-based, vocational year, part-work and part-study and employment based pathways that build on existing apprenticeship and traineeship arrangements. The objectives of the pathways are to:

- provide young people with key employment-related and vocational competencies necessary to participate successfully in an occupation, industry or enterprise (increasingly these vocational competencies will be based on National Training Board endorsed competency standards);

Figure 3. Australian Vocational Certificate Pathways


AVC 1
AVC 2
AVC 3
☐ Key competencies
☐ Vocational competencies
■ AVC levels
Full-time study to Year 12
About three months on-the-job training and work experience. Work placement, part time or casual jobs could count for work experience.
12 months structured work experience and training
12-18 months structured training and work experience.
Full-time study to Year 12
About 24 to 36 months of structured training and work experience.
Full-time study to Year 12
A vocational year at TAFE or senior college (including or with an additional six months (approximately) structured training and work experience).
12-18 months structured training and work experience.
Full-time study to Year 11
Generally, two years part-time work and part-time study, including structured training, to get the equivalent of year 12 learning in the key competencies plus level 2 vocational competencies.
12-18 months structured training and work experience.
Full-time study to Year 10
Generally, three years part-time work and part-time study, including structured training, to get the equivalent of year 12 learning in the key competencies plus level 2 vocational competencies.
12-18 months structured training and work experience.

Source: Employment and Skills Formation Council, NBEET, *Australian Vocational Certificate Training System*

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- lead or provide credit transfer toward a nationally recognised vocational credential at Levels 1, 2 or 3 (and in some cases Level 4) of the Australian Standards Framework.

An institution-based pathway can involve schools, TAFE or private providers, either individually or in combination. The pilots will cover general education (including the development of key employment-related competencies) as well as vocational education and training and work experience or vocational placements. Where the pathway involves school-based courses, these courses may be accredited toward a year 12 certificate as well as leading to or providing credit toward a nationally recognised vocational credential.

AVC pilot projects

It is expected that some 90 pilot projects will be approved by early 1993, about one-third employment based and two-thirds institution based. The Commonwealth has made $4.8 million available in 1992–93 for AVC pilot projects which are based in education and training institutions. These funds have been notionally allocated to States which have developed strategies to test all aspects of the AVC in institutional settings.

The range of institution-based pilot projects includes feasibility studies, curriculum and other infrastructure development and course delivery. A common theme in the pilots is the increasing involvement of TAFE and industry in courses for senior secondary students and a strengthening of the ties between these sectors in the provision of education.

Local Industry–Education Network committees

As part of the development of the AVC system, funding has been provided in the 1992–93 and 1993–94 Budgets for the establishment of 20 coordinating committees across Australia to pilot arrangements which improve the linkages between local industry and education, including schools, TAFE, private providers and higher education institutions. Program objectives focus on improving vocational education and training in the local area, facilitating placement opportunities in industry, improving the quality of career education and promoting other industry–education links. The committees will be driven by the local community.

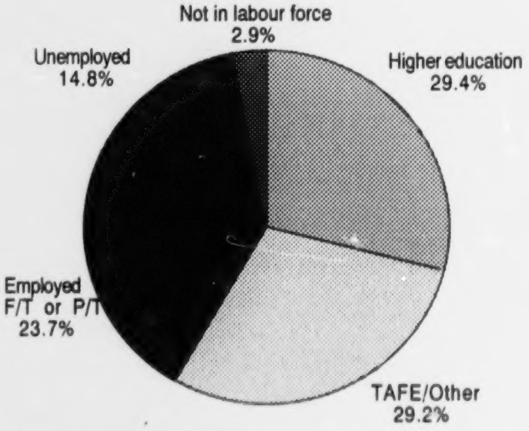
Evaluation

A National Evaluation Strategy for the AVC system and Career Start Traineeships (which have been introduced as a bridge to the AVC system) have been developed and agreed to in principle with the States. The evaluation will consist of an implementation review, ongoing monitoring of projects and trainee outcomes, and an independent systemic review and case-study analysis. The evaluation will also assess the extent to which the AVC pilots address key access and equity issues. It will be conducted by the Commonwealth in full consultation with the States.

Impact of training reform on credentials

An important aspect of the training reform agenda is the ensuring of an effective interface between the schools, vocational education and training and higher education sectors. Accordingly, a cross-sectoral working group has been established to assess the means of implementing an overall national system of credentials and to propose options for the structure and arrangements for such a system. The group, chaired by the Commonwealth, includes a New Zealand observer and will consult widely with interest groups as the basis for a final report to AEC–MOVEET in 1993.

Figure 4. Destination of students aged 15 to 19 who left school in 1991



Source: Statistical Annex, 1992 Table 13, based on ABS, *Transition from Education to Work,* Cat. No. 6227.0

As Figure 4 shows, almost 59 per cent of students who left school in 1991 were placed in tertiary education. This means 41 per cent of young people were not currently working towards a further education or training qualification. The employment opportunities for this group of young people in the future will be very limited. Hence, this is the group which is the target of the work of the Finn Committee and of the ESFC review of entry-level training.

Career education

The document *Career Education in Australian Schools: National Goals: Student, School and System Outcomes and Evaluative Arrangements*, prepared by the AEC Working Party on Career Education, was released as a working paper to systems and other interested agencies such as Curriculum Corporation, teacher training institutions, the National Project on the Quality of Teaching and Learning (NPQTL) and relevant AEC–MOVEET working parties.

The document provides a useful framework for the development of career education programs in Australian schools. The impact of employment-related Key Competencies and the AVCTS on post-compulsory education and training may, however, overtake advice based on current curriculum and modes of delivery.

The national database of career information

As reported in 1991, in response to advice from the Database Management Committee, education ministers agreed that the Job and Course Explorer (JAC) system should be adopted for the development of the national database on accredited courses and jobs. This approval was subject to detailed resourcing and ownership agreements being subsequently negotiated for signature by the participating State governments and the Commonwealth, the arrangement of a three-year licence period with an option for further renewal, and the provision for coordinating arrangements to meet information requests from non-careers education users.

The committee reported in late 1992 that seven States had signed the Memorandum of Understanding and the Software Licence Agreement and that documents had been re-issued to the Commonwealth and the New South Wales governments. An implementation timeline has been established with the first issue of the database scheduled for the middle of 1993, contingent on all parties having signed the licence agreement and being able to provide data in the appropriate format.

The committee has reached agreement on the ownership of software and data, and has developed guidelines covering technical access and acknowledgement of each contributor's copyright.

The committee was also requested by the AEC to undertake a 'review of the usefulness of systems for computerised careers guidance and learning with a view to identifying the best systems for application in the Australian context' as recommended by the Finn Report. A range of options for reviewing computer-assisted guidance systems was submitted to the AEC, three of which were approved for action with further advice to be given on the remaining more substantial proposals in 1993.

National collaboration in curriculum

National collaboration continued during 1992 to develop statements and profiles in the eight areas of learning nominated by the AEC. These learning areas are English, mathematics, science, technology, languages other than English, health and physical education, studies of society and the environment, and the arts.

A national statement sets out an agreed position on the curriculum, defining the particular area of learning, outlining its essential knowledge, skills and processes and showing what is distinctive to the area. Each statement expands on the Common and Agreed National Goals for Schooling in Australia.

A profile is the description of the progression in learning outcomes typically achieved by students during the years of schooling in one of the eight areas of learning. Each profile describes eight levels of achievement and is intended to provide a common reporting framework, including common language, thus assisting teachers to chart students' progress and report to parents and the wider community. Each profile includes level statements, outcome statements, pointers and annotated student work samples.

The mathematics statement has already been published. During 1992 interim statements were published in science, technology and English. These were distributed for discussion and further consultation. They are to be revised once profiles in these areas are complete. In the remaining areas, draft statements were distributed for consultation.

Work on the profiles for mathematics and English had commenced in 1991. In 1992 work commenced on profiles in all remaining areas. Once drafts were prepared, profiles were widely distributed for consultation with national reference groups made up of organisations in the educational and general communities. They were also distributed to organisations and individuals within all States. Each profile was also trialled with groups of teachers selected by each State to ensure that teachers found the documents useful. Finally, the ACER conducted a validation exercise with teachers to assist in ensuring that outcomes in each of the profiles were in the appropriate order.

All national statements and profiles are due for completion by the middle of 1993.

Figure 5. Draft technology profile work sample

Level 2 *Work Sample 4: Packaging*

Task

To design and model packaging for a new food product.

Background

The students had earlier designed a new food product for play lunch. They were asked to design a package for the product that provided all necessary information.
The students researched packaging by visiting the local supermarket and collecting packages and advertisements. They were concerned both with the product information on packaging and with what happened to the packaging after use.
The students worked individually and in pairs.

Relevant outcomes

Designing, making and appraising

2.1 Investigates and identifies the social uses and the effects of some products and processes.

2.2 Generates designs that recognise some practical constraints using drawings, models and, where necessary, introducing some technical terms.

2.3 Plans production processes and makes products and processes using resources safely.

2.4 Compares own products and processes with original intentions.

Information

2.5 Describes different ways information is used, constructed, presented, stored and transmitted.

2.6 Uses techniques to access, record , store, manipulate and transmit information and create information products.

Materials

2.7 Identifies some of the characteristics of common materials.

Systems

2.9 Describes how some of the elements of simple systems (people and components) work together.

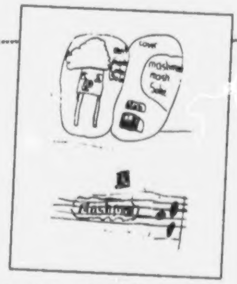
Summary comment

At level 2, students begin to look beyond their own immediate interests and environments to explore aspects of the wider community. Here the students used their investigation of packages as a source of ideas for their own designs. They have also located the product in a wider social context—identifying where packages come from and what happens when they are discarded. Their representations of ideas and their production skills are developing in accuracy, although ideas still evolved throughout production.

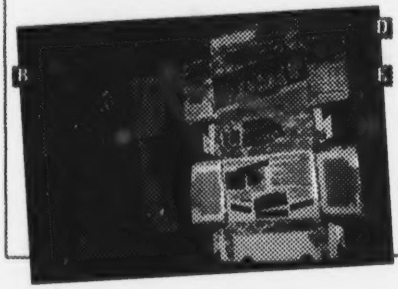
Peta: This box is Colgate. I like the colour and it's long. The other one is really small. You could use it for lollies.
Denis: This one has the name and pictures and prizes and lots of things on it. We could put some prizes on our one.
Alicia: I think I will put a bar code on mine.

A C

Students recognised packaging conventions and their uses, including labelling, ingredients and bar code.



Developing idea of illustrating a 3D package includes positioning of product name, illustrations, price and barcode.



Students undid the packages, flattening them from 3D to 2D. They traced the shapes, discussed the purpose of tabs and such things as the repetition of product name.

2.1 Visits local supermarkets to examine packaging (**A**).

2.5 Identifies packaging elements that can assist in selling a product (**B**).

2.2 Collects interesting packages to help identify elements to be included in the package design (**C**).

2.2 Undoes packages as a source of ideas for designing own packaging (**D**).

2.10 Undoes a package and uses it as a template to make own packaging (**E**).

2

Level 2

2.3. Cuts out, decorates and assembles a package for favourite food (**F**).

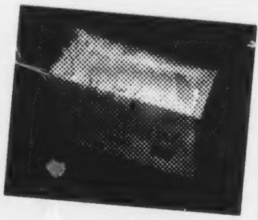
2.7 Selects cardboard, paper, crayons, and paints to make packaging (**G**).

2.4 Compares packages with original design plans (**H**).

2.6 Uses bright colours to decorate packaging so that it is noticed (**I**).

2.9 Draws and labels a flow chart to show how packages and bottles are transported to supermarkets, houses, rubbish tips, recycling plants (**J**).

F



G

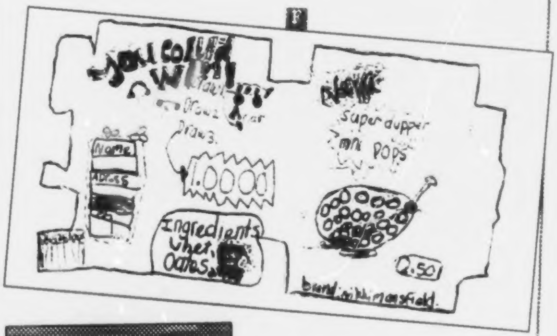
Shows ability to suggest modifications as well as discuss positive aspects of work.

H

Shane: My box was good but I should have drawn the front down a little bit.

Alicia: Because the name of it is on this side, and this side, you wouldn't know on the other sides. The colour and the name design worked out well.

F



I

Product name, ingredients, competitions and bar code have all been included on packaging.

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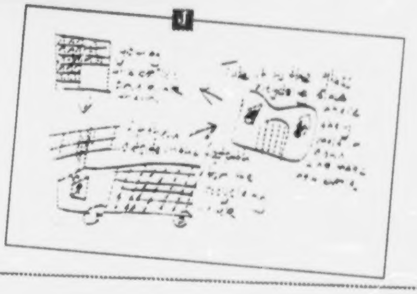

Languages other than English

Under the auspices of AEC–MOVEET, a working party comprised of representatives of the States, Territories and the Commonwealth has been established to work collaboratively on national language planning and to take forward and further develop initiatives under the Australian Literacy and Language Policy (ALLP). Subcommittees of that working party have also been established to consider in more detail the promotion and development of Asian studies and languages in TAFE and schools throughout Australia.

Through its LOTE in Schools Subcommittee, the working party has been preparing for ministerial consideration a National Collaborative Strategy for LOTE Learning in Schools, which identifies work that needs to be done to implement the ALLP and to bring about its policy goal of 25 per cent of year 12 students studying a LOTE by the year 2000. That strategy will also inform the Council of Australian Governments' high-level working party, established to develop by the end of 1993 a strategic framework for the implementation of a comprehensive Asian languages and cultures program in Australian schools.

National school curricula and materials in Chinese, Indonesian and Japanese (kindergarten to year 12), Korean (years 7 to 12), Vietnamese (all primary school years only) and Thai (years 11 and 12) are being produced under the National Language Curriculum Project. Curriculum materials produced for Chinese, Japanese and Indonesian have been published for uptake by Australian schools and school systems from 1993 onwards. Thai is currently being trialled and the Korean and Vietnamese materials are still being developed. Based on the *Australian Language Levels (ALL) Guidelines*, these materials provide frameworks for the teaching and learning of the language through an activities-based communicative approach.

Asian studies curriculum resource materials in the fields of geography, history, economics and politics are also being produced for the secondary level under the Asian Studies in the Curriculum Project by a number of professional teacher associations.

Supporting the national goals

A National Code of Practice for Sponsorship and Promotion in School Education

Working in close consultation with the NIEF, the AEC Working Party on Commercial Sponsorship and Promotion in School Education produced a national code of practice outlining a set of key principles to apply to schools and school systems and sponsoring organisations.

Membership of the working party included representatives of peak parent organisations, teacher unions and the business community.

The following overarching principle was established as a guide to policy and practice:

> Sponsorships and promotions must be consistent with the generally accepted values, purposes and goals of school education as exemplified in the AEC Common and Agreed National Goals for Schooling in Australia.

More detailed principles to meet the interests and concerns of all involved parties have been set out in a simple brochure format.

Ministers agreed to publish 50,000 copies of the *National Code of Practice for Sponsorship and Promotion in School Education* for distribution through their ministries to schools and school systems. Similarly, the NIEF has been approached to distribute and promote the Code in the business community and to assist the education ministers in making contact with other relevant organisations.

The code of practice is to be reviewed two years after initial publication.

Teaching and learning

The National Project on the Quality of Teaching and Learning

The National Project on the Quality of Teaching and Learning (NPQTL) was established in 1991 as a forum for cooperative development on key policy and procedural issues in an effort to improve the quality of teaching and learning across Australia and to support award restructuring in teaching.

1992 has seen the consolidation of initiatives commenced in 1991 and the development of new initiatives intended to promote significant improvements in the quality of teaching and learning and to promote and support the status of teachers in recognition of the central role teachers play in school education.

The NPQTL Governing Board decided during the mid-term review in June 1992 to focus its energies on three major initiatives identified as offering the potential to achieve improved student learning outcomes. Each initiative is the responsibility of a working party.

The Working Party on Work Organisation and Related Pedagogical Issues is responsible for coordination and support of the National Schools Project (NSP). This investigative action-research project involving schools across Australia is examining how changes to teachers' work and work organisation in schools can improve student learning outcomes.

Additional funding from the Commonwealth Good Schools Program in 1992 has allowed the establishment of national coordination of the NSP, evaluation at both school and national levels, and the funding of research projects to support the work of the NSP.

Eighty-six schools representing a cross-section of Australian schools participated in the NSP in 1992. A national-level evaluation of the initial stages of the NSP was commissioned and a report indicating results will be published in 1993. State- and school-level evaluations are in various stages of development, and will be completed by the end of 1993.

The working party is now working on the development of strategies for improved networking within the NSP and its expansion in 1993 and beyond.

The Working Party on National Professional Issues has the responsibility for examining options for achieving a nationally consistent framework for teacher qualifications and professional standards, including the possible establishment of a national professional body for teachers.

In March 1992 the NPQTL and the National Board on Employment, Education and Training jointly conducted a national conference, attended by approximately 200 participants representing the wider education community, to consider options on how such a framework could be achieved. The outcome of the conference confirmed that there was overwhelming support for the development of a proposal to establish a National Teaching Council (NTC) as a means of achieving national recognition of teacher qualifications while promoting and supporting high professional standards for teachers. The communique agreed upon at the conference indicated the possible functions of such a council and gave direction to the further developmental work to be undertaken.

To ensure the widest possible consultation with interest groups, three discussion papers were prepared and consultations were held in each capital city during August and September 1992 to consider the discussion papers and other general issues relating to the possible establishment of a NTC.

Following the consultation process a proposal was developed and submitted to the NPQTL Governing Board in November 1992. Although there is broad support for the proposal amongst most members of the Governing Board, several outstanding issues were identified as requiring further consultation and negotiation. Resolution of these issues and implementation of the NTC proposal will be the tasks for the working party in 1993.

The Working Party on Professional Preparation and Career Development has the task of developing National Competency Standards (NCS) to support improvements in the quality of teaching, and hence learning, outcomes. The development of NCS is part of the award-restructuring process being pursued by all occupations and professions in Australia. NCS will also benefit the teaching profession by making teaching explicit, by recognising the quality of teachers' work and by forming the basis of a national approach to improving and supporting teacher education and professional development.

Due to the complexity and difficulty in defining teacher competence, the working party commissioned three consultancies which worked in parallel, but pursued different approaches, as part of Phase 1 of NCS development. All consultancies involved wide consultation with the profession through workshops and seminars. The final reports for Phase 1 were considered by the working party at a workshop held in November 1992 and a report was then submitted to the Governing Board.

The outcome of Phase 1 was agreement on the Governing Board that NCS can be developed for teaching and can support improvements to the quality of teaching and learning. On this basis, Phase 2 of NCS development will proceed in 1993 in order to prepare a validated competency framework through case studies, pilot projects and field testing.

Although the NPQTL agenda focuses primarily on the National Schools Project, the National Teaching Council and National Competency Standards as its major initiatives, work is being undertaken on a variety of other educational issues. The implications of the mutual recognition legislation for the profession, portability of superannuation entitlements, and the professional development of teachers are other items on the NPQTL agenda.

The NPQTL's commitment to communicate with those involved in education has ensured that information about the project and its activities is readily available. The NPQTL produces a newsletter entitled *Quality Time*, which is distributed to all teachers in Australia and other interested parties. It has also produced a number of documents relating to specific activities of the work program.

Management Information Sample Study

The Information for Management, Planning and Review Project, managed by the Victorian Directorate of School Education, was funded as a Commonwealth Project of National Significance during 1991 and 1992.

Phase 2 of the project was conducted during 1992 and built on the previous work associated with Phase 1, the information needs of senior executives. The project has:

- encouraged the mutual exchange of ideas about the provision and use of management information;
- considered ways of improving the quality of data required by education systems;
- encouraged the exchange of data between States;

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- examined the feasibility of establishing a prototype national database holding more detailed State-level statistics than published as part of the National Schools Statistics Collection;
- continued to monitor the development of executive information systems by States.

In particular, during 1992 the project involved each State undertaking specific information-related development projects related to the establishment of new data collections, new approaches to the collection and use of data about school education, and/or analytical and modelling work to examine ways of making better use of existing data. While participating States concentrated on different work areas, as detailed below, they also supported the work being undertaken by others in areas where they had a secondary interest. The developmental work areas undertaken by the various States were:

- ACT and Victoria worked together to examine and analyse existing data about the age and gender, qualifications, work loads, professional development and promotions of teachers, and the identification of data collection needs concerning the education workforce.
- Queensland investigated the feasibility of collecting and reporting information on student participation and attainment in the curriculum for years 10, 11 and 12.
- Tasmania worked on improving access to better quality student information to support resource planning and allocations, curriculum planning, and student performance monitoring and reporting.
- South Australia worked on the development of cost profiles designed to enable accurate and timely financial monitoring and reporting to all levels of the system, with particular emphasis on the provision of cost profiles to schools.
- Western Australia investigated the different resource-allocation factors and procedures that had been used by the Commonwealth, Tasmania, Northern Territory and New Zealand as the basis for the development of resource-allocation models for trial in schools during 1993.
- Northern Territory examined the collection and analysis of data related to the transition of students from school to work and further studies.

Effective Schools Project

In April 1991, the Commonwealth, State and Territory education ministers initiated the Good Schools Strategy. The first stage of the strategy, the Effective Schools Project, aimed to stimulate discussion in schools throughout Australia about what makes an effective school and, in turn, lead to a strengthening of existing school development programs and assist in the formulation of new ones.

The project commenced in August 1991 and involved public discussions arranged through schools throughout Australia. For these discussions ACER prepared and distributed 300,000 copies of a booklet, *Effective Schools: Schools That Make a Difference*, and 70,000 copies of an associated video which were intended to 'inform and stimulate' these discussions. The booklet also contained a questionnaire which invited responses detailing the outcomes of the school discussions for return to ACER by 31 October 1991.

The characteristics of an effective school that emerged from the survey are:

- a central focus on learning, and a school climate conducive to it;
- a concern for the learning and welfare of all its students;
- a committed and professional staff;
- an organisational culture characterised by collaborative decision making and effective educational leadership;
- a curriculum that is relevant, coherent and inclusive;
- a focus on the ongoing professional development of its staff;
- the engagement and involvement of parents;
- high but realistic expectations of its students, with the active pursuit of the realisation of potential and the attainment of 'personal bests';
- an ongoing process of evaluation and review, contributing to a clear and targeted plan for improvement.

ACER has combined the results of the survey with findings from Australian and overseas research to produce a national report which is due for publication in early 1993.

Third International Mathematics and Science Study

The interest which governments around the world have shown in assessing what is learned in school reflects a global recognition that scientific literacy and economic productivity are inextricably linked, with mathematics at the forefront as the universal language of modern technology. In this context the International Association for the Evaluation of Educational Achievement (IEA) proposed the Third International Mathematics and Science Study (TIMSS) to compare and contrast mathematics and science curricula, teaching practices and achievements of students from different countries at comparable stages of schooling.

TIMSS is the largest international comparative study of mathematics and science learning ever undertaken, with more than 50 countries involved. The Australian project is undertaken by a Research Fellow at ACER who will consult with and report to the AEC via an AEC advisory committee which is to be established in early 1993.

Phase 1 of the international study is scheduled for a main data collection in 1994–5 and Phase 2 for main data collection in 1997–98. It is expected that international reports of the study will be published in mid-1996 and mid-1999 respectively. In Australia, ACER is currently planning for a Phase 1 data collection in September–October 1994, with a national report to be released in the middle of 1995. The AEC has contracted ACER to oversee Australia's participation in Phase 1 of the study—Phase 2 is yet to be considered.

Current Australian activities for TIMSS focus on three populations of students:

- all of those students in the two adjacent grades that contain the largest proportion of 9-year-olds (Population 1);
- all of those students in the two adjacent grades that contain the largest proportion of 13-year-olds (Population 2);
- all students in the final year of secondary schooling (Population 3).

Data will be collected as follows:

- System-level questionnaires that will gather information about the formal structure of schooling, its social context, goals and expectations and current issues and trends in schooling with specific reference to mathematics and science.
- School questionnaires that will document the characteristics of schools that are currently seen to influence student outcomes.
- Teacher background questionnaires that will document the characteristics of teachers with a view to examining the influence of teacher characteristics on student outcomes.
- Instructional practices questionnaires that will give teachers the opportunity to describe what they have taught and how they have taught it.
- Student background questionnaires that will provide basic demographics with an assessment of the value and interest that students (and their families) place in mathematics and science learning.
- Student achievement instruments that will assess the mathematical and scientific literacy of students using a combination of multiple choice, open-ended, extended response and performance assessment tasks.

Three activities are currently the primary focus of ACER TIMSS staff:

- An analysis of the intended Australian mathematics and science curricula which involves the characterisation of content, approaches and values that are seen by Australian education systems as central to mathematics and science learning. This information is feeding directly into the TIMSS instrument development and it will be used in a report that provides international comparison of intended mathematics and science curricula.
- The review of draft questionnaires to ensure that they are suitable for administration in Australia and that they gather data of relevance to Australian educational policy makers.
- Planning of a pilot of the achievement instruments to assess their suitability. This pilot is scheduled to take place in early 1993.

Establishment of the Open Learning Technology Corporation

In June 1992 the working party on a National Education Communications Framework submitted its report on the feasibility of establishing a national collaborative body to facilitate the use of communications technologies and open learning techniques in education and training.

AEC–MOVEET agreed to establish a small, national collaborative education communications body—the Open Learning Technology Corporation (OLTC)—to facilitate and coordinate the use of education communications and related open learning techniques by providing appropriate educational, technological and project management services to its owners and customers.

The functions of the OLTC are to be as follows:

- research and evaluation;
- advice on technical specifications;
- brokerage in required areas;
- project management;
- information and advice as requested by AEC–MOVEET;
- commercial services;
- clearing house and database.

Initial tasks undertaken by the corporation would include management of projects such as those emanating from DEET's *Adult Literacy* TV teaching series, the report on *Open Access for Teachers' Professional Development* and from the Higher Education TV Open

Learning pilot project. The OLTC will work closely with other national education bodies and initiate contact with appropriate overseas bodies.

The OLTC is to be a limited guarantee company owned by AEC–MOVEET members who, with the assistance of a Shareholders' Reference Group, will appoint a board representing high-level expertise in business, commerce, commercial law, telecommunications technology and educational technology. It will be located in Adelaide.

Resourcing the national goals

Collaborative resourcing of the various national collaborative initiatives typically involves ministers collectively agreeing to a combination of specific financial outlay and contribution of expertise.

In 1992 the major national collaborative initiatives continued in curriculum development, in publishing of educational materials through Curriculum Corporation and in educational research through the ACER, with all systems and the Commonwealth contributing to the resourcing of these enterprises significant to the nationwide achievement of the Common and Agreed National Goals for Schooling in Australia.

Similarly, the work of the Mayer Committee on developing the concept of key employment-related competencies as an integral part of schooling to better prepare young people for the world of work, as in goal number five, has been collaboratively resourced.

Achieving goal number five has also been the aim of the proposed new AVC training system. The funding arrangements for the pilot projects for the new training system involve both Commonwealth-specific financial outlays (see Commonwealth chapter) and significant supporting resource commitments by the States, with the funding principles for the new system still to be agreed upon.

In relation to resourcing the goal of promoting equality of education opportunities, it is anticipated that the National Strategy for Equity in Schooling described on page 7, which would guide the Commonwealth National Equity Program for Schools, will involve arrangements for national reporting on the resource inputs of all education partners in the strategy.

A particular initiative, the nationwide development of new policy priorities to assist girls to achieve their full educational potential, in the form of development and publication of the *National Action Plan for the Education of Girls*, has been resourced by all States and the Commonwealth and has included input from the non-government sector.

Collaborative resourcing has also underpinned the development of a national careers database to enable students to widen their career choices as set out in goal ten.

Government expenditure on government schools

The AEC National Schools Statistics Collection provided estimates of government expenditures on government schools across Australia for the financial year 1991–92. These data exclude a number of items, most notably expenditure on superannuation, payroll tax, provision for long service leave and depreciation, estimated to add about 15 per cent to recurrent outlays.

In 1991–92, government expenditure (both State and Commonwealth) on government schools in Australia was estimated at $9.84 billion with the major categories of expenditure being:

- teaching staff salaries $5.78 billion (59 per cent);
- non-teaching staff salaries $1.10 billion (11 per cent);
- provision of buildings and grounds $0.67 billion (7 per cent);
- other operating expenditure $2.31 billion (23 per cent).

In aggregate, about 93 per cent of the expenditure was estimated to be allocated to in-school costs, and 7 per cent to items which do not fit the definition of in-school costs. When expressed in per student terms, it was estimated that in 1991–92 government expenditure on government schools in Australia was equivalent to $4,421 per student. Estimated per student expenditure on primary schools ($3,789) was lower than for secondary schools ($5,385).

NEW SOUTH WALES

Introduction

Under NSW legislation, education through attendance at a government school or a registered non-government school or by approval for home schooling is compulsory for children from the age of 6 until they turn 15. Primary education covers the seven years from kindergarten to year 6, and secondary education covers the six years from year 7 to year 12. In 1992 there were 1,050,228 students attending schools in New South Wales, 34 per cent of Australia's school students. Of these students, 72 per cent attended primary or secondary schools operated by the Department of School Education, and 28 per cent attended registered non-government schools provided, in the case of systemic schools, through Catholic dioceses and the Seventh Day Adventist system, or, in the case of non-systemic schools, by governing bodies. Approved home studies were undertaken by a small number of children.

Priority objectives for 1992

Government schools

To achieve the aim of educating government school students for the benefit of each individual, the community and the nation, the Department of School Education has adopted ten broad objectives. Since 1989 the department has chosen specific areas of its broad objectives as priorities for change and development each year.

For 1992 the department chose ten priorities to provide the focus for action during the year. The priorities were:

- curriculum implementation in the key learning areas;
- educational and welfare needs of students;
- multicultural perspectives in programs, policies and practices;
- access to and participation in post-compulsory education;
- equity for students with special needs;
- local decision making;
- community participation in schools;
- career structures, and staff development and welfare;
- technology for teaching, learning and communication;
- system planning and accountability.

Non-government schools

Catholic schools

Catholic schools, whether systemic (diocesan administered) or non-systemic (independent), express a common purpose. They aim to offer an education which fosters the growth of the individual to full potential, including the dimensions of intellectual, cultural, social, physical and spiritual development.

In 1992 Catholic schools emphasised the following program objectives:

- self-renewal of schools, with an emphasis on decision making at the school level;
- the development and implementation of the curriculum key learning areas;
- opportunities for all students to develop their individual potential in all fields, especially for Aboriginal students and students disadvantaged by socioeconomic status, isolation, special academic needs or gender inequity;
- the integration of students with disabilities into regular schools and the provision of support structures;
- a changing and diversifying curriculum to meet the needs of the growing proportion of students continuing to years 11 and 12;
- increased links with industry and TAFE;
- the maximising of the competence, efficiency, confidence and morale of teachers and school executives by increasing opportunities for continuing professional and personal development;
- the management of costs so that, ideally, no Catholic child seeking enrolment is denied Catholic schooling for purely financial reasons.

Independent schools

In 1992 there were 263 regular and 30 special non-systemic schools in New South Wales. Most were coeducational and almost two-thirds served metropolitan communities. While most schools were affiliated with Christian organisations, some were affiliated with non-Christian organisations, and others were community-based or based on differing philosophies of education.

Emphasis was on the development of literacy and numeracy, problem solving and analytical abilities, and skills in making appropriate moral, ethical, social and democratic decisions; the promotion of equal educational opportunities for students; and provision for the physical development and personal health of students, including the constructive use of leisure time.

Many schools had additional objectives derived from the cultural and religious backgrounds of the school communities. These involved the development of a set of values by students and application of those values in everyday life. Other objectives were influenced by the school's educational philosophy.

State priorities and National Goals for Schooling in Australia

The priorities of government and non-government schools outlined above related directly to the Common and Agreed National Goals for Schooling in Australia. Emphases included excellence and equity, general and vocational education, and areas of student learning. Support activities included improving the quality of teaching and learning, the development and use of technology, and resourcing of schools.

Excellence and equity

Retention and age participation rates

The year 7 to year 12 retention rate at the mid-year census in 1992 was 64 per cent for students in government schools and 78 per cent for non-government schools. These were higher than the 1991 rates and reflected the national trend of increasing retention rates. The rates for both sectors and for all schools for selected years in New South Wales are set out in Table 1.

The higher retention rate of female students over male students in recent years was maintained in 1992, as is illustrated in Table 2.

During 1992, some 49 per cent of 15–19-year-olds were enrolled in schools. Male and female age participation rates are illustrated in Figure 1.

Table 1. Year 12 retention by sector, selected years (per cent)

	Govt	*Non-govt*	*All schools*
1971	29	39	31
1976	31	45	34
1981	28	50	33
1986	39	60	44
1989	49	69	54
1990	51	71	57
1991	56	74	61
1992	64	78	69

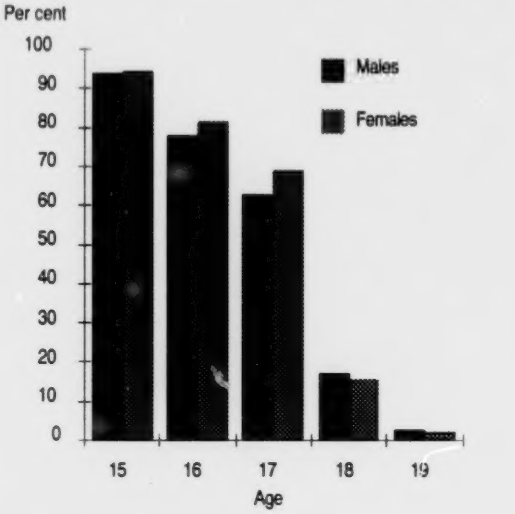
Source: ABS, *Schools, Australia*, 1992

Table 2. Year 12 retention by gender, selected years (per cent)

	Males	*Females*	*All students*
1971	36	26	31
1976	36	33	34
1981	31	35	33
1986	42	47	44
1989	51	58	54
1990	52	62	57
1991	57	66	61
1992	64	73	69

Source: ABS, *Schools, Australia*, 1992

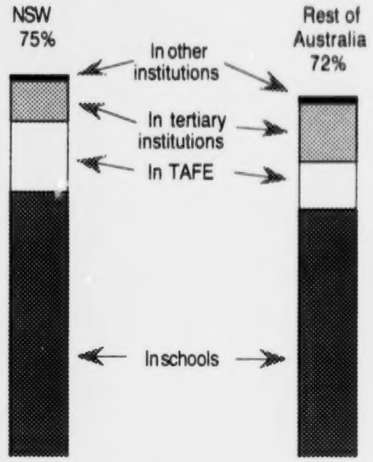
Figure 1. Age participation in school by gender, 1992



Source: ABS, *Schools, Australia*, 1992

In 1992 the overall participation rate of 15–19-year-olds in education and training was higher in New South Wales (75 per cent) than in the rest of Australia (72 per cent), as is illustrated in Figure 2.

Figure 2. Age participation in education and training, 1992



Percentage of 15–19-year-olds attending school, TAFE, tertiary or other educational institution.

Source: Derived from ABS, *Participation in Education, Australia,* September 1992

During 1992, in a document entitled *Higher School Certificate Pathways*, the Board of Studies proposed changes to ensure that the Higher School Certificate (HSC) will accommodate the increasingly diverse needs of students. The proposed changes were designed to preserve the rigorous nature of the HSC as a credential while providing a wider range of options for students.

The Board's proposals for increased HSC flexibility involved:

- provision to accumulate the HSC over a maximum of 5 years;
- HSC examinations and assessment based on four terms of study, with a year 11 course in each subject studied being a requisite;
- provision for students to repeat individual HSC courses and upgrade results;
- acceleration to be permitted in one or more subjects, with results able to be accumulated;
- distinction courses for accelerated students;
- provision for the recognition of prior learning and credit transfers towards the HSC.

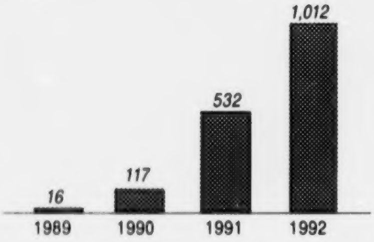
Effective schools

School decision making

In the government sector, functions and decision-making responsibilities continued to be devolved to schools in 1992. Significant progress was achieved in the devolution of industrial relations. Local selection of school executives increased; school-based budgeting, which was extended to all schools in 1991, had more items added in 1992 and arrangements were finalised for the distribution of school-based budgeting funds to schools.

By the end of the 1992 school year, 1,012 government schools (46 per cent) had received approval to constitute school councils. The membership of school councils includes the school's principal, parents, members of the community, school staff and may include students.

Figure 3. Number of school councils in government schools, 1989–92



Source: Department of School Education, *Annual Report 1992*

Non-systemic Catholic schools are completely autonomous and controlled by governing boards while the systemic schools are administered under a variety of arrangements. Diocesan education offices supported systemic schools with curriculum consultants, in-service provision and central administrative services, such as payroll and staffing allocations for schools.

Catholic systemic schools have budgetary control of all school expenditure other than for staffing, which is allocated centrally. Some diocesan boards are moving to school control of the staffing budget. Diocesan education offices ensured equity of provision among systemic schools. A feature of the various diocesan school councils and boards was parent participation.

During 1992 the Catholic diocesan education offices became approved authorities for the registration and accreditation of their schools under the *Education Reform Act 1990*. The approved authorities are responsible for registration procedures and standards, and for monitoring compliance with registration requirements.

Boards or councils have been established in most independent schools as an accepted and essential means of operation. They consist of members of the school community and are responsible for the financial, educational and administrative management of each school.

Administration and computers

In government schools the Office Automation and School Information System (OASIS) provides a computer software system to increase efficient management. OASIS was improved during 1992 by the addition of a database module. Revisions of the OASIS administration, finance and library modules were released to pilot schools in 1992. During 1992 the installation of administration modules was completed in all schools. An additional 200 library modules and over 400 finance modules were installed.

Community consultation

In the government school system the effectiveness and efficiency of the change process associated with the Schools Renewal Strategy was assisted by the Schools Renewal Community Consultative Group, which advised the Department of School Education and an external monitoring committee, the External Council of Review, on issues related to Schools Renewal. The 30 members represent parent groups, unions, employer and industry associations, professional associations, and community and special interest groups.

Significant inputs into the consultative process at school, regional and State office levels were made by the Federation of Parents and Citizens Associations, and the Federation of School Community Organisations. Both organisations participated in committees relating to the implementation of curriculum and the provision of advice on policy formulation, including the role of the principal, the role of the cluster director, the anti-racism policy, the special education policy and the multicultural education policy. Extensive and ongoing community consultation took place in each of the ten regions.

Catholic schools reported that in the current economic climate parents were more conscious of employment outcomes. This was reflected in parental concern over the quality of education on offer in relation to literacy and numeracy, academic excellence, vocationally related courses, provision for students with special needs, and access to computers and other technologies.

Independent schools included parents, students and staff in their definitions of community. Many schools extended these groups to include former and prospective students, parents and staff. Schools that primarily served a specific religious or cultural group usually included members of their sponsoring church bodies or cultural communities in their school's community. A substantial majority of schools also included extended families of students, related schools, local businesses, school suppliers and local service clubs as part of their individual school communities.

Parents were the driving force behind most independent schools. Parents were generally well represented on governing boards, advisory councils and policy-making committees, and they were often the most significant source of financial support for the school. Parents were also involved in operating school facilities such as canteens and extension programs such as excursions and camps. Schools also used community volunteers extensively in curricular and extra-curricular activities.

Equity initiatives

Distance education

To ensure that its curriculum does not disadvantage isolated students, the Board of Studies adopted a statement of principles on their education, to be applied during the development of syllabuses.

Distance education provided isolated students in the government sector with access to educational facilities, teachers and peers. Pilot transmissions took place using interactive satellite television for the delivery of curriculum-related materials and staff development in conjunction with TAFE's open training and education network. Satellite reception was available at schools and education resource centres in North West Region, distance education centres and TAFE colleges.

The VHF radio project was completed in 1992 and included 27 radio transmitters, 6 distance education centres, 180 homesteads and 12 small schools.

Initiatives undertaken in 1992 by the Learning Materials Production Centre improved the quality of education available to distance education students. New year 11 and 12 courses were being designed for delivery by audio-graphics as well as by paper and audio.

Rural education

Since 1988 the Government's rural education strategies have been improving access to education for rural students and reducing educational disadvantage caused by isolation. Initiatives that have made a significant impact on government schools and their communities have been the implementation of the whole-school staffing initiative for central schools, the payment of the isolated schools grant and the decentralisation of distance education. As a result of decentralisation, 20 teaching units were established within the distance education network, all equipped with appropriate teaching communication technologies—VHF radio, teleconferencing facilities, faxes and computer/modem facilities. The operation of these technologies has been carefully monitored and adjustments made to meet the needs of students and teachers.

Initiatives in establishing the years 11 and 12 access program were expanded with the formation of an additional network on the Queensland border centred on Mungindi Central School.

The Country Areas Program is funded by the Commonwealth and assists isolated students. A joint NSW government and non-government schools advisory committee provides advice to the Minister on priorities. In 1992 funding for the program totalled $4.4 million (General and National elements). The priorities were communications technology, exploring ways in which technology can support key learning areas and producing learning materials for electronic delivery.

The Department of School Education participated in a national project to use new technologies in improving the delivery of curriculum to isolated students. The project focused on Japanese language, mathematics, careers, design and technology, chemistry and science for life.

Catholic diocesan education offices in rural areas made use of computer and satellite technology to expand curriculum choices for students in small rural secondary schools. A mobile resource van operated in one diocese to service small rural schools.

The non-government sector assisted a large number of students from isolated areas through boarding schools located in Sydney and provincial cities.

Students from disadvantaged backgrounds

The Disadvantaged Schools Program provides assistance to government schools and community groups to improve the educational participation, learning outcomes and personal development of students disadvantaged by socioeconomic circumstances. For 1993–95, 474 government and non-government schools were declared eligible for funding as disadvantaged schools. In non-government schools the Disadvantaged Schools Program again focused on developing school-level curriculum in language, mathematics, computer education, science and technology, and community languages. Pastoral care and community liaison continued to be emphasised, and a whole-school approach to long-term change was assisted by field officers.

Gifted and talented students

Initiatives of the Board of Studies and Department of School Education for gifted and talented students have been developed within the framework of the NSW Government's strategy for the education of gifted and talented students, issued in April 1991.

In 1992 there were 24,000 students involved in gifted and talented programs and provisions in government schools, of whom 18,000 were in selective high schools. There will be a major increase in opportunity classes (OC) for gifted and talented students in government primary schools, from 32 in 1992 to a planned 80 in 1993.

Guidelines for Accelerated Progression, published by the Board of Studies in July 1991, came into operation in 1992. Accelerated progression allows certain students to complete the requirements for the School Certificate and Higher School Certificate in one or more subjects ahead of their age peers.

In conjunction with the universities in New South Wales and the ACT, the Board of Studies is currently developing three HSC distinction courses for implementation in 1994 and 1995. They have been designed for students who have first been accelerated in one or more HSC subjects at the highest level. Distinction courses have been designed to attract appropriate recognition towards university study.

Teachers, parents, university staff and local community members worked as tutors or teachers in enrichment programs outside school hours.

Mentor programs link gifted and talented students with experts in the community to encourage and develop the students' talents and to enrich their learning experiences.

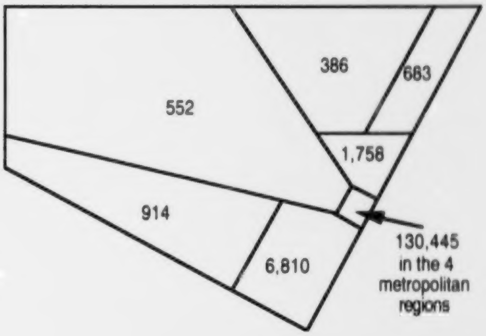
A major effort was made to provide training courses to support teachers in implementing the gifted and talented student policy in government schools. Over 200 courses were offered in 1992 for parents and teachers at regional, school and cluster levels. These courses involved over 10,000 teachers. This will continue as a high priority in 1993.

In Catholic schools there were established procedures for the identification, referral and placement of gifted and talented students. Extension services and accelerated learning have been introduced along with in-service education of teachers.

Students from language backgrounds other than English

Government schools enrolled 141,548 students from language backgrounds other than English in 1992, with just over 92 per cent of these students (130,445) attending government schools in the metropolitan regions of the State. This was an increase of 3 percentage points over 1991.

Figure 4. Students from language backgrounds other than English—regional distribution, NSW government schools, July 1992



Source: Department of School Education, *Statistical Bulletin*, July 1992

In 1992 the Board of Studies addressed the equity needs of students from language backgrounds other than English in the following ways:

- The development of a statement of values with supporting statements of principles referring specifically to multicultural education and the education of students from language backgrounds other than English. The statements are to be used in the development of all syllabuses and other materials, and aim to promote certain positive values, exclude discrimination from the curriculum and maximise student attainment.
- The Board of Studies Ethnic Affairs Policy Statement was endorsed by the Ethnic Affairs Commission, and the goals and targets incorporated into the Board's corporate and strategic plans, and senior management plans.
- A senior policy officer was appointed to assist the work of the Board in English as a second language and multicultural education.

Provision for students from a language background other than English will be further enhanced through:

- achievement of the goals of the Board's Ethnic Affairs Policy Statement;
- participation by the Board in the development of a national scale for English as a second language;
- development of more flexible and appropriate approaches to the HSC, including recognition of prior learning.

The commitment to multicultural education in government schools was demonstrated by the development of the Multicultural Education Strategic Plan 1993–1997, the Ethnic Affairs Policy Statement Plan 1993–1997 and the Languages Other Than English Strategic Plan.

Throughout 1992 emphasis continued in the government sector on the implementation of multicultural education initiatives which focused on:

- providing curriculum which recognised and reflected the diverse cultural nature of Australia;
- opportunities to develop an appreciation of different cultural backgrounds and intercultural understanding;
- programs for students from language backgrounds other than English to learn English;
- opportunities for the maintenance, acquisition and development of languages other than English by the whole community.

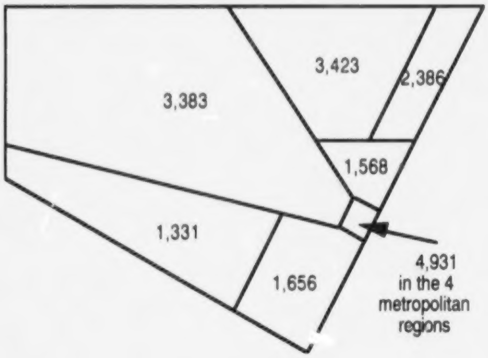
In the Catholic system, services for the 46,500 students from language backgrounds other than English included specialist resource teachers for English as a second language, bilingual support teachers in infant years, kindergarten teachers' aides and specialist Vietnamese support teachers and aides. Sydney Catholic Education Office, for example, published in 1992 a policy document and support materials, *English as a Second Language in Catholic Schools K–12*. The office sponsored 80 places for teachers of English as a second or other language and post-graduate courses in tertiary institutions in 1992. Two intensive English centres catered for new arrivals enrolled in Catholic secondary schools. Primary-level new arrival students were supported by English as a second language teachers in 16 primary schools.

Anti-racism education

In 1992 an anti-racism policy was introduced which condemned racist behaviour and made a commitment to its eradication in the government school sector. Translations of the policy into eight major community languages were distributed to all regions. Grievance procedures for making complaints about racist incidents or practices were released in December 1992 following community consultation.

Of the 20,055 Aboriginal and Torres Strait Islander students at the July 1992 Census, 18,678 attended government schools. The distribution of government school enrolments over the ten education regions of the State is shown in Figure 5.

Figure 5. Aboriginal and Torres Strait Islander students in government schools, regional distribution, July 1992



Source: Department of School Education, *Statistical Bulletin*, July 1992

The 1991–92 NSW Budget allocated $8.4 million for programs designed to improve educational opportunities for Aboriginal students in government schools.

To involve Aboriginal people in educational decision making, the Department of School Education continued its formal advisory structure, involving the Director-General's Advisory Group on Aboriginal Education and regional Aboriginal education advisory committees. An operational plan for Aboriginal education for 1993–95 was prepared, following discussions with the Aboriginal Education Consultative Group.

Each education region monitored its own retention rates for Aboriginal students, as well as year 11 to 12 attrition rates. From 1981 to 1992 the year 12 retention rate for Aboriginal students almost trebled from 8 to 23 per cent. Aboriginal education advisory committees in regions are developing strategies to encourage Aboriginal students to remain longer at school.

Two sets of resources were developed to support the retention of Aboriginal students: a video on Aboriginal students and the joint secondary schools/TAFE program; and *It's Too 'Ard Miss*, a report on a literacy program at Mackellar Girls High School.

In recognition of the fact that Aboriginal English is the first language of some students entering school for the first time, government schools continued to emphasise the early language development of Aboriginal students.

A major strategy developed during 1992 was the provision of preschools in two communities where there were significant numbers of Aboriginal children with limited or no access to preschool education.

Catholic schools emphasised employment of home–school liaison officers and Aboriginal education assistants where significant numbers of Aboriginal students were located. Aboriginal education continues to form a regular part of teacher in-service activities, with a focus on preferred learning styles. Particular emphasis is given to parental involvement in schools.

The 1992 curriculum achievements of the Board of Studies in Aboriginal education included:

- the first HSC examination of the years 11–12 Aboriginal studies syllabus—approximately 60 schools offered the course and 89 candidates presented for the examination;
- the approval of the years 7–10 Aboriginal studies syllabus as a draft for implementation by 14 schools in 1993—the final syllabus will be issued in August or September 1993;
- the development of literacy support materials for use with the new K–6 English syllabus;
- a feasibility study for the development of an Aboriginal language curriculum which was undertaken and submitted to the Minister;
- the incorporation of Aboriginal perspectives in the draft human society and its environment K–6 syllabus and in the years 7–10 history and geography syllabuses.

Special education

The Board of Studies was developing a curriculum and credentialling package for students with special education needs. A writing team was established, working through the Board's Special Education Reference Panel to develop a curriculum statement for the education of students with special education support needs. From the curriculum statement, which will be across disabilities, non-categorical and K–12, the Board will develop a series of curriculum support documents for teachers of students with special education needs. The Board was also working with mainstream curriculum writers to develop support materials for the education of students with learning difficulties or special education needs, in connection with mainstream syllabuses such as English K–6 and mathematics K–6.

Drafts of the Special Education Policy Statement and the Special Education Plan 1993–1997 were circulated for comment to government schools and community groups. These documents will underpin the provision of services for students with special teaching and learning needs throughout New South Wales.

To meet the needs of students with visual disabilities, basic skills tests were produced in braille and large-print formats.

The Learning Assistance Support Team trial, for teachers of students with learning difficulties in the Parramatta and Busby clusters, included a program to assist regular classroom teachers who work with students with learning difficulties. The trial was successfully completed in 1992 and will be replicated in all regions in 1993.

When the Special Education centres at Queanbeyan and Coffs Harbour became fully operational in 1992, all ten regions operated a centre to assist students with learning difficulties and their parents. The centres offered diagnostic and referral services, and local and outreach support.

A task force with personnel from special education, regular education, the tertiary sector and the community developed a global model for improving support services to students with learning difficulties. It will undergo extensive review and refinement during 1993.

In Catholic schools emphasis was given to the integration of students with disabilities into regular schools, and the provision of appropriate support for students, schools and teachers. There were six special schools for the visually impaired, hearing impaired, emotionally disturbed, and intellectually disabled. The Catholic sector also has resource teachers attached to Palm Avenue Diagnostic Centre and the Resource Centre at Sutherland, both operated by the Department of School Education. An outreach program from the Sutherland centre supports schools in the area.

The independent sector during 1992 educated an increasing number of students with special education needs. Each school in the independent sector took responsibility for providing educational services to its students. The independent sector was actively involved in curriculum issues through representation on committees and writing teams of the Board of Studies.

To assist schools to design and implement educational programs for students with disabilities, learning and/or behavioural difficulties, the Association of Independent Schools of New South Wales provided consultancy services and professional development courses. Two courses on teaching students with special needs in the regular classroom were well received. The primary and secondary courses provided theoretical and practical input. Teachers completing these one-semester courses are eligible to apply for accreditation for further study in special education at Charles Sturt University.

Education of girls

In 1992 collaboration between government schools, regions, State office, the Board of Studies, TAFE, universities and community organisations led to a broader understanding of the educational needs of girls. As a result significant initiatives were undertaken to improve educational outcomes for girls.

The Board of Studies adopted a statement of principles on gender equity to be applied to all areas of the curriculum, and to Board materials during design and development. The statement required that syllabuses cater for the needs of boys and girls and that these should reflect an expectation that boys and girls equally achieve syllabus objectives. Board officers also worked to ensure that syllabus support materials and teaching kits included teaching strategies which promoted gender equity, widened horizons and countered sex stereotyping.

School-based initiatives in the education of girls were guided by the objectives of the Girls Education Strategy and the *National Policy for the Education of Girls in Australian Schools*.

Several schools conducted trials of single-sex classes in mathematics, science and computing.

Government schools continued to encourage greater career options for girls, and many schools conducted such activities as 'executive shadowing', 'university days', the Tradeswomen on the Move program and TAFE workshops for primary and secondary girls and their parents. An analysis of work experience placements was undertaken as part of a longitudinal study to identify students' exploration of their post-school options. The data suggested that the career education initiatives being implemented in government schools were significantly influencing career options being considered by girls.

The Department of School Education coordinated the Eating Disorders Project to support the development of national curriculum. This project focused on the development of girls' body image and their sense of self, as they relate to eating disorders.

A joint New South Wales and Queensland national research project concentrated on the development of gender stereotyping among students from preschool to year 3.

In 1991–92 the Department of School Education and TAFE participated in a collaborative project to develop a career-based resource, *Options Unlimited*. This resource outlined approaches to organising workshops for girls which support the implementation of the New South Wales Women's Employment and Training Strategy.

Progress in the implementation of girls education initiatives was evident in the 1992 HSC results, which showed that girls achieved a higher average tertiary entrance ranking than boys—53.1 compared with 47.7. In 1992, 36 per cent of 4-unit maths students were girls, compared with 26 per cent in 1989, and 55 per cent of 4-unit science students were girls, compared with 32 per cent 6 years ago. While girls have always been more successful than boys in the humanities and language areas, the overall performance of girls in the HSC indicated that more girls were taking traditionally male-dominated subjects and achieving improved learning outcomes.

Catholic schools gave high priority to broadening the educational experiences of girls, especially in ways to improve their subsequent education, training and employment options. A special emphasis in 1992 was to achieve gender equity in the key learning areas of technology and applied studies, and personal development, health and physical education.

Student welfare

In the government sector a strong emphasis on the coordination of student welfare programs and initiatives continued with student welfare coordinators identifying and collating exemplary welfare and discipline programs operating in schools. The descriptions of these programs will be published and distributed to schools in 1993.

The Student Assistance Scheme provided direct financial assistance for government school students from needy families. In 1992, $2.9 million was allocated to the scheme.

The home–school liaison program employed 24 new officers in 1992. The program seeks to restore regular school attendance by employing positive, non-coercive methods to support children, their parents and the school. One metropolitan Catholic education office has appointed student support service officers to 11 schools as well as providing a withdrawal centre for students with significant behavioural difficulties.

General and vocational education

Post-compulsory schooling initiatives

With major growth in retention into years 11 and 12, and a renewed national focus on the goals and purposes of the senior years of schooling, post-compulsory education was accorded particular priority in 1992, a priority which will continue in 1993. Issues raised by the Finn, Mayer and Carmichael reports, particularly the relationship between general and vocational education, were discussed and debated throughout schools, regions and State office in 1992.

The Department of School Education, the Board of Studies, non-government school authorities and TAFE worked cooperatively to identify appropriate courses for the new range of students in the senior years, and explored ways of increasing the availability of general and specific vocational education for these students. These included the continued expansion of the joint secondary schools/TAFE program, including the trialling of more flexible course delivery arrangements, the negotiation of credit transfer between the HSC and TAFE studies, and more flexible modes of study for the HSC to accommodate, for example, part-time school and part-time work pathways.

New senior colleges allowed the development of more flexible and accredited pathways between schools, TAFE, private training providers and tertiary institutions. The senior colleges gave students access to general education with HSC qualifications, as well as recognised and accredited vocational training with appropriate credit transfer to other courses. Vocational courses offered by senior colleges do not duplicate TAFE courses. Rather, they offer a complementary and expanded range of curriculum options for senior students. Each college develops strong links with business and industry to ensure that students have relevant work-based training and experience. Curriculum planning takes into account local industry expertise and labour market areas of real job growth. Senior colleges provide a mature study environment for senior students as well as extended hours of instruction and a longer college year of 48 weeks.

In the Catholic and independent sectors the increasing proportion of post-compulsory students was offered as broad a range as possible of senior school courses, including courses endorsed by the Board of Studies and schools/TAFE courses, and industry study courses which have joint accreditation from the Board of Studies for the HSC and from TAFE.

Certification

The Board of Studies is responsible for administering the School Certificate and Higher School Certificate examinations, which continued to be important indicators of student achievement. The Board introduced a number of changes in certification including provision for accelerated progression and accumulation of the HSC over a number of years.

Staying On

The Staying On program, in its fifth year in 1992, encourages students to remain at school after the statutory leaving age of 15. In 1992 there were 102 government schools targeted for Staying On funding. The 1992 Staying On budget was $5.64 million, which included a Commonwealth component of $1.89 million for the Students at Risk Program. The program's index was reviewed and will shift from a reliance on data about low retention rates to include measures of the learning outcomes of students served by participating schools. In the first instance data relating to HSC outcomes will be incorporated.

Schools and TAFE links

Liaison continued at senior level between the Department of School Education, TAFE, the Board of Studies, non-government school authorities and business. In 1992 over 12,000 students from government and non-government schools participated in 831 joint secondary school and TAFE courses in 106 colleges of

TAFE. Courses developed or endorsed by the Board of Studies cover all major teaching areas of TAFE, including automotive studies, child studies, hospitality and travel, office studies, metals and engineering, horticulture, electronics, computer-aided drafting and building construction.

The joint secondary school–TAFE program allowed students to undertake one or more mainstream TAFE subjects as part of their HSC program of study. Successful students received dual accreditation from TAFE and the Board of Studies. Funding was again increased for the program in 1993.

The Catholic sector continued to negotiate on funding for courses and timetabling arrangements to expand joint school–TAFE courses. During 1992 a small number of schools, under licence from TAFE, piloted TAFE-accredited courses within the schools. It was intended to expand licence arrangements in 1993. Attention was also given to training initiatives for students with disabilities.

The Association of Independent Schools supported schools exploring alternatives within the range of programs made available in the post-compulsory years of schooling. Within the joint secondary school–TAFE program the association participated on the strategic task force and on a number of committees and working parties. In addition, liaison was maintained with TAFE and the Board of Studies regarding credit transfer, advanced standing of courses and general access for students from the independent sector to joint secondary school–TAFE courses.

The interest of students, parents and independent school authorities in joint secondary school–TAFE courses is increasing. Some independent schools have forged strong links with TAFE but a number report difficulty in strengthening ties with TAFE because of distance factors and scheduling problems.

Many independent schools encouraged their overseas students and students from language backgrounds other than English to take intensive English language courses before commencing attendance. Indirect links were often established with music, speech and media production studios through students' private use of tutoring or internships.

Career education

Elements of career education are included within the personal choice content strand of the syllabus for personal development, health and physical education, years 7–10. This syllabus was released by the Board of Studies in 1991 for mandatory implementation in all schools from year 7 in 1992. The career education program developed by the careers adviser includes classroom lessons, individual interviews, and a range of experiential activities conducted both within the school and out in the community. Government high schools have full-time careers advisers (385 in 1992), the majority of whom have undertaken the 7-week specialist training course of the Department of School Education.

All Catholic schools offer career education and most schools have careers advisers. The coordination of career education and work experience in Catholic dioceses is managed through teacher networks. Gender equity is a focus in career education.

Career education is the responsibility of each individual independent school and the method of support and delivery varies significantly.

The Association of Independent Schools provides a dissemination service to schools in the area of career education and opportunities for career teachers to network and access professional development programs appropriate to their work.

Work experience

The second comprehensive survey of work experience in government schools was reported on in 1992. Of the 52,934 students who had participated in work experience, 84 per cent were in year 10. The commonest program involved ten days or more of work experience, with 32 per cent of students choosing to gain experience in professional occupations, 27 per cent in trades, and 9 per cent in each of the para-professional, sales and secretarial categories.

Most year 10 students in Catholic schools undertook work experience. The majority of independent schools required one to two weeks of work experience during year 10 as a part of their career education program. Many schools permitted students to undertake additional work experience in years 9, 11 or 12 during school holidays.

Education, business and industry

In 1992 government schools and businesses worked together for mutually beneficial outcomes through the following major programs:

- Schools–Industry Link

  Individual schools or groups of schools worked with local businesses to enrich the curriculum and to prepare students for entry into the workforce, further education or training. Despite the difficult economic conditions, more than 900 businesses were working with 308 schools, compared with 470 businesses and 211 schools in 1991. An evaluation of the Schools–Industry Link Program was conducted in 1992 by the University of Western Sydney (Nepean).

- Industry Studies

  Representatives from industry assisted the Board of Studies in the development of the industry studies syllabus.

- Teachers in Business

  This is a placement program in which selected teachers work in a business for three weeks. In 1992 each region operated the program with the continued support of the Rotary Club of Sydney, country Rotary clubs, the Chambers of Manufactures and individual businesses. Each region will place eight teachers in local businesses in 1992–93.

- Business Council of Australia Interchanges

  The interchanges are three-day seminars in which senior education and business staff can interact. Two very successful interchanges were held in 1992.

- Industry Training Services

  Industry Training Services, a joint venture with the NSW Education and Training Foundation, is a development program offered to local industry by teachers in Metropolitan South West Region. The 35 teachers involved assisted industry workers from 17 companies in 1992.

Areas of student learning

The Board of Studies administers the Higher School Certificate and School Certificate, advises on the registration and accreditation of non-government schools, develops syllabuses for the key learning areas and specifies outcomes to be achieved. The Department of School Education, which is responsible for meeting syllabus requirements and outcomes, provides training and development for teachers. The Minister has responsibility for approving all syllabuses.

Curriculum support materials and in-service training for the learning areas were produced by the Board of Studies, the Department of School Education and other school authorities. Schools or systems can develop courses to meet particular student or community needs. School-based courses are available in years 9 and 10 (called school courses) and in years 11–12 (called other endorsed studies).

The curriculum is organised into key learning areas. For primary schools the six key learning areas are English; mathematics; science and technology; human society and its environment (including languages other than English); creative and practical arts; and personal development, health and physical education.

The key learning areas for secondary schools are English; mathematics; science; human society and its environment; languages other than English; technological and applied studies; creative arts; and personal development, health and physical education.

Beginning with year 11 in 1992 and year 12 in 1993, all senior students must study at least two units of English and one unit in one subject from each of the following groups of key learning areas:

- mathematics, science, and technological and applied studies;
- languages other than English, human society and its environment, creative arts, personal development, and health and physical education.

Additional units of study are chosen by students to make up a minimum of 11 units each for years 11 and 12.

During 1992 the Board of Studies continued to revise syllabuses and develop new courses to meet student needs. All new and revised Board syllabuses included outcomes in terms of knowledge and skills that should be acquired at the end of each syllabus stage.

English

In 1992 the Board sent the draft syllabus for English K–6 to government and non-government schools for consultation. An analysis of the responses indicated support for the functional model of language on which the syllabus is based. The syllabus will continue to be developed in 1993. In addition the department of School Education conducted a comprehensive and rigorous evaluation within its schools of the draft syllabus, and the results provided to the Board of Studies to assist in the finalisation of the document. The department has also made available expert staff to assist in redrafting the syllabus. Processes were established for the production of extensive support for the syllabus when it is released in its final form.

The number of students studying English for the HSC in government and non-government secondary schools is shown in Table 3.

Table 3. Students studying HSC English, 1992

	Male	*Female*	*Total*
3 units	1,024	2,431	3,455
2/3 units	3,669	6,038	9,707
General	16,004	16,726	32,730
Contemporary	6,831	4,457	11,288

Source: Board of Studies, *HSC Examination Statistics*, 1992

Catholic schools continued to focus on literacy programs in addition to supporting general English curriculum. Activities included in-service and training courses for teachers, early intervention literacy programs for students and the appointment of reading recovery teachers. In areas where there is a high proportion of students from language backgrounds other than English, literacy programs were assisted by the Commonwealth's English as a Second Language program and by bilingual support teachers. Catholic schools were involved in the national project Literacy K–3.

Languages other than English

The number of government school students studying languages other than English (LOTE) in years 7 to 12 increased in 1992. The breakdown by individual languages studied is shown in Table 4.

Table 4. Students studying languages other than English in government secondary schools, 1992

Subject	*Years 7–10*	*Years 11–12*	*Total*
(Student pop.	219,559	84,147	303,706)
French	17,289	2,298	19,587
Japanese	15,035	2,747	17,782
German	10,859	1,282	12,141
Italian	3,297	708	4,005
Indonesian	2,729	365	3,094
Greek (modern)	1,594	1,424	3,018
Latin	809	133	942
Chinese	2,054	998	3,052
Arabic	1,518	801	2,319
Hebrew	631	34	665
Spanish	764	710	1474
Russian	45	98	143
Greek (classical)	51	33	84
Turkish	549	193	742
Dutch	85	45	130
Korean	274	—	274
Vietnamese	609	849	1458
Other	—	298	298

Source: Department of School Education, *Statistical Bulletin*, August 1992

In primary schools, LOTE study is part of the key learning area of human society and its environment. A framework for LOTE K–6 was begun during 1992 and was still under development at the end of the year.

The *Education Reform Act 1990* requires the study for the School Certificate of at least one language other than English for 100 hours during years 7–10, commencing with the 1996 year 7 cohort. In 1992 Board of Studies syllabuses existed for 17 languages in years 7–10 and for an additional 12 languages in years 11–12. The total number of courses in these languages, covering years 7–10, 2-unit, 2/3-unit, 2-unit General, 2-unit Z and native-speaker courses was 62.

The National Assessment Framework for Languages at Senior Secondary Level Project involved cooperation in national syllabus development and assessment on the part of New South Wales, South Australia and Victoria. As part of an initiative in the national Country Areas Program, curriculum and open learning strategies were being developed to increase the access of isolated, rural students to priority languages.

The Department of School Education and the University of Western Sydney (Macarthur) jointly developed and conducted a mixed-mode Diploma in Education (LOTE), designed to upgrade the qualifications of overseas-trained language teachers to meet employment requirements. An intensive methodology program was designed for 26 secondary teachers retraining as LOTE teachers, and 41 additional and 36 continuing pre-service scholarships were awarded for LOTE teacher trainees.

The Catholic sector continued to focus on Asian culture and languages, particularly Japanese and Indonesian, and major community languages in areas where there were high proportions of students from language backgrounds other than English, namely, Arabic, Spanish, Vietnamese and Italian. The expansion of languages other than English continued to be restricted by the absence of qualified teachers. Distance education technology expanded language options for some small rural secondary schools.

Independent schools generally implemented the Board of Studies policy which required a minimum of 100 hours of instruction in languages other than English. Many schools offered at least one European and one Asian language, while some schools encouraged all students to study sign language. Most schools encouraged all students to study languages as early as preschool or to add a second language during the primary years. Primary schools often introduced a second language through oral activities such as games and songs. Where a school's enrolment included a number of students from language backgrounds other than English, these students were often used to assist in making language studies more relevant.

Teaching strategies applied to languages in independent schools varied quite extensively. Many schools encouraged students who were gifted in languages to participate in language certification programs and language clubs. Most schools introduced students with learning disabilities to languages other than English at their individual levels. Many schools encouraged gifted students to study a second or third language from year 3 onwards.

Science

In 1992 the Board of Studies, in conjunction with the Department of School Education, was involved in consultation on the national science statement and profiles. Validation and trialling will take place early in 1993. In science and technology K–6 the Board produced teaching kits which increased the support material available for teachers in this area. Discussions between the Board and the 7–12 Science Syllabus Committee continued on the possible restructuring of years 11 and 12 science.

The Board, in association with Channel 9, developed a video and an 80-page research booklet which provided teachers with information on current Australian projects and issues related to the environment. The booklet was distributed free to all primary schools in Australia and the video was available at a minimal cost from the Board of Studies.

The number of school students studying science in year 12 at government and non-government schools is shown in Table 5. Of the HSC candidates, 78 per cent of females and 91 per cent of males studied science. Overall, 84 per cent of all students studied science.

Table 5. Students studying HSC science, 1992

	Male	*Female*	*Total*
3-unit science	109	139	248
4-unit science	363	446	809
Biology	6,750	11,802	18,552
Chemistry	7,478	5,997	13,475
Geology	380	203	583
Physics	8,621	3,355	11,976
Science for life	1,380	1,189	2,569

Source: Board of Studies, *HSC Examination Statistics*, 1992

All regions implemented strategies to introduce the science and technology K–6 syllabus into government schools. A two-part set of teaching resource materials to support the syllabus was prepared. The first part, containing 19 units of work, was distributed to all primary schools. The second part, with the remaining 21 units of work, will be distributed early in 1993.

The training and development course Primary Science and Technology Education Program (Primestep) was developed jointly by Metropolitan West Region and the University of Western Sydney on behalf of the Department of School Education. Forty teachers participated in the first training session then conducted Primestep courses in schools in their regions.

A number of projects was initiated with industry and business to produce quality teacher resource materials and kits to support the teaching of science. Participating organisations included the coal and electricity supply industries, pulp and paper manufacturers, the Australian Nuclear Science and Technology Organisation, the Australian Wildlife Park, the Chemical Industry Taskforce and the Bread Research Institute.

Most independent schools had already adopted the Board of Studies science syllabus as the basis of their science programs. Primary school science was often integrated with studies of society, the environment and technology. This flowed into combined science–social science and science–technology for years 6, 7 and 8 in some surveyed schools. Emphasis was placed on 'hands-on, fun learning' and the use of science as a problem-solving tool, particularly by primary schools. Some schools used gardening and bee-keeping to reinforce science lessons. Thematic approaches to science encouraged students to develop skills and understanding. Science was a compulsory subject in most independent schools up to the end of year 10. Field trips and guest speakers were used as a means of encouraging interest in science and science courses.

Many science syllabuses were revised to encourage the participation of girls, socioeconomically disadvantaged students and students whose language background is not English. Gifted and talented students were encouraged to enter science fairs and competitions, and to participate in science clubs. Use of female role models was found to encourage girls to undertake science courses. Outdoor education was especially effective in encouraging non-academically oriented students to pursue scientific studies. Some schools had significant portions of students with no access to television at home. These schools found that video-taping programs about science and technology broadened students' horizons and stimulated interest in new developments. When students showed an interest in, or a need for, extra assistance, most schools provided special tuition.

Alternative energy sources and environmental studies were more frequently included as a specific topic in science programs by schools on the mid-northern coast. Schools with large rural populations encouraged studies which related to the students' experiences. For example, several rural schools had arrangements with TAFE colleges offering animal husbandry and wool-classing courses. A number of schools had students with certain types of disabilities who excelled in science courses which were tailored to their needs.

Technology

The development of effective technology syllabuses remains a high priority of the NSW Government. In 1992 a number of new courses were developed by the Board of Studies to support changes required by the *Education Reform Act 1990*.

Major technology-related syllabuses prepared for introduction in 1993 were years 11–12 industry studies, years 11–12 design and technology, and years 7–10 and years 11–12 food technology.

The years 11–12 design and technology course completes a continuum of learning that now extends from early childhood to the senior secondary years. It includes science and technology K–6, design and technology 7–10 and design and technology 11–12.

Additionally a 1-unit applied studies syllabus for years 11–12 was introduced in 1992. It focused on the application of mathematics, science and technology, and catered for students whose major areas of study were in the arts and humanities.

As part of the Government's commitment to technology education, 28 government technology high schools have been established. Teachers in a number of technology high schools were trialling and implementing new syllabuses in design and technology 7–10, and 11–12, and were involved in the trialling of industry studies 11–12. A training and development package was developed for cluster directors, regional consultants and principals for the implementation of the design and technology syllabus for years 7–10.

A preliminary evaluation of the technology high schools was conducted to examine their performance relative to other comprehensive high schools. Initially the evaluation examined school outcomes and led to the consideration of appropriate student learning outcomes.

An environmental monitoring network in technology high schools started with four metropolitan and four rural schools, each at various stages of development. Using sophisticated technology, these schools are piloting a program in which other schools, both high schools and primary schools, will later be invited to participate. Cherrybrook Technology High School has established an environmental bulletin board which provides other schools with data. Government agencies, community groups and industries have also expressed interest in participating in the program.

The preparation of curriculum support materials in a number of key learning areas has focused on the development of skills in the use of technology and an understanding of the ways of applying technology to enhance learning across the curriculum.

DATTA, a multiskilling program for teachers of design and technology 7–10, was conducted in all regions in partnership with seven New South Wales universities and industry groups. Over 500 teachers participated in the program, twice the target of 250.

Catholic schools provided in-service training and resource materials to introduce the K–6 science and technology syllabus.

Independent schools used various forms of technology, from pottery kilns, carpentry tools, science laboratories and sailboats to computer networks, computerised lathes and computerised sewing and design machines. Most schools were moving towards an integrated approach to the use of technology across all subject areas. Many schools incorporated mandatory keyboard skills courses with some schools requiring year 10 students to type at least 30 wpm, to be familiar with a word-processing package, and to understand and use a database and a spreadsheet package. The use of electronic communications devices was found to benefit students with poor auditory, visual and verbal skills. Many schools noted that secondary teachers would require substantial professional training to fully implement and integrate modern technology into their teaching repertoire.

Slightly less than half of the teaching staff made regular use of computers to assist in producing classroom materials, maintaining records, scheduling courses and activities, and developing and documenting curriculum planning. Some schools were able to provide teachers and needy students with computers for their individual use. Many schools, however, simply did not have sufficient resources to provide computer facilities for their teaching staff.

Nearly all schools computerised substantial portions of their administration, including their financial records, desktop publishing of newsletters and school stationery, library cataloguing, monitoring of electronic security systems, stores ordering, and energy and maintenance management. The majority of schools generated most of their reports and records using computers.

In-service training at most schools revolved around the introduction of technology. In addition to systemic and Association of Independent Schools courses, some schools sent teachers to external conferences, trade shows and seminars. Work experience was arranged for teachers of technology with professional firms, magazine publishers and manufacturers. Related schools often established modem links and shared ideas and software to reduce costs. Schools also shared other technological facilities such as Stream Watch kits, videos and audio tapes. Most schools were members of and relied upon local educational resource centres. Participation in the Disadvantaged Schools Program enabled several rural schools to set up a computer project which enabled rural students to become computer literate. Some schools shared laser printers with sponsors.

Almost all independent schools provided more than the minimum number of hours of technologically oriented instruction three years in advance of State requirements. Many schools had purchased computer-aided drawing equipment as well as computerised sewing and pattern design machines. The use of LEGO/LOGO has become extensive and many schools provided one or more computers in each classroom as well as computer laboratories. Timetabling has been structured to ensure that all students had access to a computer.

Gifted students were challenged by open-ended assignments and attendance at specialised holiday camps. Some schools presented different technology subjects to males and females because of cultural influences. Many schools used special software for remedial exercises in numeracy and literacy for students with learning difficulties.

Mathematics

The number of students studying mathematics for the HSC in government and non-government schools in 1992 is shown in Table 6. The totals represent 97 per cent of female HSC candidates and 99 per cent of male candidates, and represent close to 98 per cent of all students undertaking the HSC in 1992.

Table 6. Students studying HSC mathematics, 1992

	Male	*Female*	*Total*
4 units	2,660	1,530	4,190
3 units	5,223	4,440	9,663
2 units	9,476	10,728	21,175
Maths (society)	9,250	11,068	20,204
Maths (practice)	698	1,081	1,779

Source: NSW Board of Studies, *HSC Examination Statistics*, 1992

In 1992 the Board produced a small booklet for parents entitled *What is Happening in Year 7–8 Mathematics*? Written in easy question-and-answer style, the booklet was very popular with teachers and parents.

The revision of mathematics syllabuses for years 9–12 commenced in 1992. All syllabuses in these years, except for mathematics in practice, will be rewritten over the next five years. The new syllabuses will be written using the *National Statement on Mathematics for Australian Schools* as a guide.

The Board has been developing several resources to support the K–6 mathematics syllabus. *The National Statement on Calculator Use in Australian Schools* was distributed to all schools, and support materials on chance and data, calculators, assessment and resources were under development in 1992.

Studies of society and the environment

It is expected that the human society and its environment syllabus K–6 will be available to schools in 1994.

From year 7, 1992, students are required to study a minimum of 400 hours in the human society and its environment key learning area over years 7–10. Of these 400 hours, 100 must comprise Australian history and 100 Australian geography. Current additional studies include history, geography, Asian social studies, commerce, studies in society and Aboriginal studies. Schools may offer combined courses. In years 11–12 current electives include Aboriginal studies, ancient history, business studies, economics, general studies, geography, legal studies, modern history, society and culture and studies in religion. Schools may also develop and offer other endorsed studies.

Development began in the Department of School Education of innovative support materials to assist teachers with the content and outcomes approach of the new history syllabus for years 7 to 10. These materials will be available in 1993.

Department of School Education staff contributed to the development of new syllabuses in human society and its environment K–6, religious studies 7–10, and commerce 7–10.

Most independent schools adhered to the mandatory requirements in history and geography. Owing to limited resources a significant number of schools offered history and geography as a combined course. Many schools started projects on recycling, and units on care of the environment as a part of ethical and moral issues related to science and technology. Topics covered in such environmental units included field studies (e.g. What is a rainforest?), recycling, construction and/or maintenance of ecological areas within the school grounds, and community improvement projects such as tree planting. Many schools updated their curriculum to include topics such as multiculturalism, studies of local industry (e.g. tourism), original inhabitants, and the role of women in history. As well as encouraging visits to local Aboriginal communities, many schools had accepted overseas students or arranged overseas field trips to encourage students to consider the history and beliefs of other cultures.

Social studies were compulsory up to the end of year 10 in most independent schools. Some schools gave students with disabilities extended periods of time to complete examinations and assignments. Gifted students were encouraged to participate in geography camps, economics competitions or to conduct open-ended studies of appropriate topics. Excursions provided a useful adjunct to academic instruction by providing real-life examples. Nearly all schools offered economically disadvantaged students financial assistance to ensure participation in excursions.

The arts

Creative arts includes the subjects in the syllabuses for K–6 creative and practical arts, dance 7–12, drama 7–12, music 7–12, visual arts 7–12 and classical ballet 11–12.

Courses in 2-unit dance and 2-unit drama are to be examined at the HSC level for the first time in 1993.

During 1992 work continued on the review of the years 7–10 visual arts and music syllabuses to include mandatory 100-hour courses and additional studies courses. Years 11–12 music courses are also currently under review. These courses will be available in 1994.

During 1992 a 'content-endorsed' course in ceramics was developed.

Work continued on the K–6 creative and practical arts syllabus comprising the strands of dance, drama, music and visual arts. This syllabus will be available in 1995.

Health and physical education

Health includes personal development, physical education and career education. Study of the Board's integrated personal development, health and physical education syllabus for approximately 300 hours was mandatory for the School Certificate from year 7 in 1992.

The syllabus and support materials for personal development, health and physical education 7–10 were sent to schools for implementation in 1992.

A draft K–6 personal development, health and physical education syllabus was distributed to schools late in 1992. The draft will be available for trialling, consultation and feedback during the first part of 1993. The final syllabus will be ready for ratification later in 1993.

A 30-hour training and development course was piloted to assist government school teachers of personal development, health and physical education for years 7–10.

Senior students were required to study 25 hours of personal development and health over years 11 and 12 from 1992 in all government schools.

In the personal development, health and physical education syllabuses the safety of people is a significant component. Road or traffic safety was recognised as a major community health issue, and curriculum-linked teaching and learning resources were available to schools to support road-safety education programs from early childhood through to the senior years of schooling.

Preventative drug education remains a focus of attention for the Department of School Education, with the widespread implementation of drug education programs.

A curriculum support package was developed for HIV/AIDS education in years 11 and 12. The package supplemented the HIV/AIDS teaching materials for years 7–10 published in 1991. Support materials for primary school teachers were also developed and distributed to schools.

The educational support kit for deaf students, *AIDS—Not Hearing Aids*, became available in 1992. This was a joint project of the Department of School Education and the AIDS Council of New South Wales. The kit is available for purchase from the AIDS Council.

During 1992 the Catholic sector developed a teacher support document for the personal development, health and physical education 7–10 syllabus. The document, *Towards Wholeness*, gives a comprehensive Catholic perspective to the syllabus document.

Student outcomes

In 1992 the Board of Studies issued learning outcomes statements for secondary syllabuses. Primary and secondary syllabuses under development or revision were written to include outcomes statements. These statements assisted teachers to plan teaching programs and to identify outcomes that relate to a given level of student achievement. This allows schools, the Department of School Education and the Board to assess student learning more effectively. With the development of the national statements and profiles, Board syllabuses will be progressively revised to reflect the national initiatives.

New South Wales played a significant role in the development of the Australian Education Council's statements and profiles, which have as their primary aim the improvement of teaching and learning. Central to the profiles are outcome statements, which outline the essential and distinctive elements of achievement within each learning area.

Basic Skills Testing Program

Basic Skills tests were again administered in 1992 to years 3 and 6 students in government schools. This annual program, introduced in 1989, provides important measures of student outcomes for the information and use of teachers, parents, schools and regions. From 1994 Basic Skills tests for year 6 will be brought forward to year 5 students. This will allow teachers, parents and students better use of the diagnostic nature of the tests in shaping students' final year of primary schooling.

Performance levels in 1992 were similar to those from 1989 to 1991, with a possible slight upward trend evident in results overall. Of the four levels of achievement, called skill bands, used to report basic skills test results, skill band 4 indicates the highest level of achievement.

The Australian Council for Educational Research has conducted the program for the Department of School Education since 1989. This arrangement will change from 1993 when the overall management of the program will rest with the department. This is part of a broader strategy to strengthen assessment and reporting practices in public education.

The results of the 1992 basic skills tests showed the following:

- 99.9 per cent of year 3 students were able to answer enough questions to be placed in one of the four skill bands for the Aspects of Literacy test and more than 99.9 per cent were similarly able to answer enough questions to be placed in one of the four skill bands for the Aspects of Numeracy test.

- 99.4 per cent of year 6 students were able to answer sufficient questions to be placed in one of the four skill bands for the Aspects of Literacy test and more than 99.3 per cent were similarly able to answer enough questions to be placed in one of the four skill bands for the Aspects of Numeracy test.
- Girls outperformed boys in literacy, as they did in previous years, with boys scoring higher in numeracy. Trends over the four years of testing year 6 students indicated a slight reduction in the differences between reading results of girls and boys. After three years of testing year 3 students there was a trend for boys to improve slightly their results relative to girls in both literacy and numeracy.
- Average literacy and numeracy scores for Aboriginal and Torres Strait Islander students were, as in previous years, lower than scores for all students and the other subgroups. However, within this group results for year 6 students between 1989 and 1992, and year 3 students between 1990 and 1992, showed a small but steady improvement in some of the aspects tested. Between 1990 and 1992 the average literacy score in year 3 improved by 1.5 on the 25–65 scale, with the slight improvement in year 6 more evident in numeracy, particularly in number and measurement.
- Literacy and numeracy scores of students of non-English speaking background were below those for other students. The differences between the scores in literacy remained relatively constant but differences in numeracy appeared to decrease over time.

Teaching and learning

Advanced Skills Teachers

The position of Advanced Skills Teacher (AST) was established under the Teachers and Related Employees Salaries and Conditions Award to provide a career path for outstanding teachers who remain classroom practitioners. The first round of AST appointments took place in first term 1992. AST positions were distributed on the basis of the number of beginning teachers in each school and the special needs of each school. The number of AST positions allocated statewide was based on 30 per cent of the number of classroom teachers at the top of the salary scale, 15 per cent being allocated in 1992 and a further 15 per cent to be allocated in 1993.

Teachers of special education

Because of the critical shortage of teachers with formal qualifications in special education, priority was given to teacher training in this field. Teachers and administrators, as a result of the integration into regular schools of many students with disabilities, learning difficulties and behaviour disorders, also needed to be better informed of the needs of these students. From 1994 all newly graduating teachers will be employed in NSW government schools only if they have undertaken mandatory studies in special education within their pre-service teacher education courses.

A handbook on the integration of students with special education needs is being prepared for school executive, cluster, regional and State office personnel implementing the special education policy from 1993.

Review of tenure

Principals and other executive staff in government schools who have taken up positions since 1990 were notified of the department's intention to review their tenure in the position after five years.

Performance management

Performance management was introduced for all government school principals in 1992. In addition, a number of executive staff in schools and staff in State and regional offices participated in the scheme on a voluntary basis.

Local selection on merit

In 1992 local selection on merit was extended in the government sector. From 1 May 1992 all executive positions in schools, with the exception of those positions filled by priority transfers, were filled by local selection on merit. A number of classroom teacher positions which had special needs were also filled by local selection on merit during 1992. In all, from 1 May 1992 to 15 January 1993, there were 882 positions (630 executive staff and 252 classroom teachers) filled by advertisement and selection on merit.

Local selection on merit enabled government schools and their communities to be involved in the selection process and to recommend the appointment of staff with the skills, qualifications and experience which met the needs of a position in the school, thereby enhancing the educational outcomes of students. Selection panels included a community representative and an elected staff representative. Local selection on merit has opened up career opportunities for teachers in their choice of career progression and specific geographic locations. In addition the Department of School Education continued its strong commitment to place priority transfers. During 1992 there was a balance between filling positions by local selection on merit and addressing the needs of priority transfers. Selecting teachers on the basis of merit led increasingly to women being appointed to senior positions in schools. Women teachers comprised 45 per cent of applications for interview, yet 54 per cent of the successful applicants. The mobility of teachers within and across regions continued under local selection on merit. Teachers applied for and gained positions in a broad range of geographic areas. Local selection on merit was supported by the training of staff and selection panels, and the selection processes were monitored and evaluated to ensure they were fair and equitable.

Catholic schools generally did not have problems with staff recruitment, although some schools and areas had difficulties in recruiting qualified and experienced specialist teachers for LOTE, and science and technology. Appointments to Catholic schools were on merit selection. School boards and education offices published selection procedures for staff recruitment.

Industrial relations

Early in 1992 Ted Heagney, formerly Conciliation and Arbitration Commissioner and National Director of Trade Union Training, was commissioned by the Minister for Education to examine the structures, policies and practices of industrial relations within the Department of School Education. The Heagney Review was presented to the Minister in May 1992. The review recommended the development of improved industrial relations through a commitment to consultation and negotiation, and the resolution of conflict and disputes at the local level. As an outcome the department initiated consultative processes, the development of industrial relations training courses, the publication of a teachers handbook, the development of conflict prevention and resolution procedures, and a review of staff welfare procedures. These initiatives will lead to a more settled industrial environment and increased participation by staff in workplace decision making.

Incentives to teach in remote areas

A range of incentives to ensure full staffing of government schools in remote or less favourable areas was available in 1992. The incentives were developed as a result of a trial begun in 1990 and an evaluation in 1991. The current incentives include:

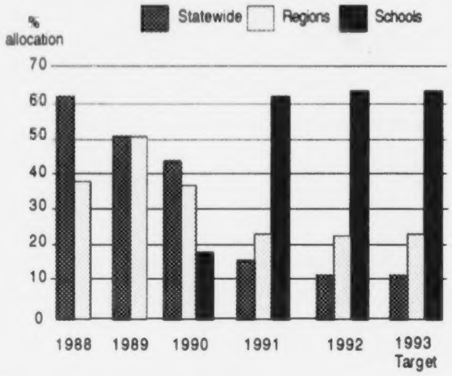
- a locality allowance to offset the higher cost of living in specified localities;
- the commencement of Term 1 for schools in the western division of the State one week later than in other schools;
- the retention of the transfer points system for remote schools;
- additional professional development days for staff in remote schools;
- a 20 per cent rental subsidy for teachers in very remote schools.

Staff training and development

In 1992, 65 per cent ($16.18 million) of the training and development budget for government schools became part of school-based budgeting, compared to 61 per cent in 1991, and less than 20 per cent in 1990. Schools were given information on the training and development component so that they could determine how it was spent. Funding for each school was calculated using a formula to ensure equity.

Of the remaining training and development funds 23 per cent ($5.72 million) was allocated to regions for training and development programs supporting schools, and 12 per cent ($2.9 million) went to State training and development programs. These percentages will be held constant in 1993.

Figure 6. Allocation of funds for staff training and development, 1988–93



Source: Department of School Education, *Annual Report 1992*

Catholic schools and systems stressed the importance of supporting organisational and curriculum change through in-service education of teachers. Curriculum areas continued to be supported through the provision of support materials, staff development days and in-service courses, while curriculum-based initiatives focused on assessment, evaluation, student outcomes, learning contexts and classroom management. Subject advisers provided support to schools and teachers through diocesan education offices.

Catholic schools and systems fostered a culture of ongoing professional and personal development.

Development areas covered orientation and induction, leadership, spirituality, curriculum and financial management. There were extensive collaborative arrangements with tertiary institutions. Catholic education offices established positions with responsibility for teacher in-service, curriculum support, appointments and industrial matters, and school and teacher appraisal. There were well-established processes in schools for the accountability and development of teaching practice and personnel performance planning and review.

Independent schools took responsibility for meeting their own professional development needs by using a wide range of providers including the tertiary sector, commercial providers and the Association of Independent Schools. The professional development program provided through the Association of Independent Schools was intended to address the needs of the executive, department heads and teachers working within the independent sector. Conferences, courses, seminars and professional development workshops were convened through school-based curriculum committees and their conveners. In addition, the Association of Independent Schools provided consultancy and professional development support in a number of curriculum areas, including mathematics, science and technology, and personal development, health and physical education.

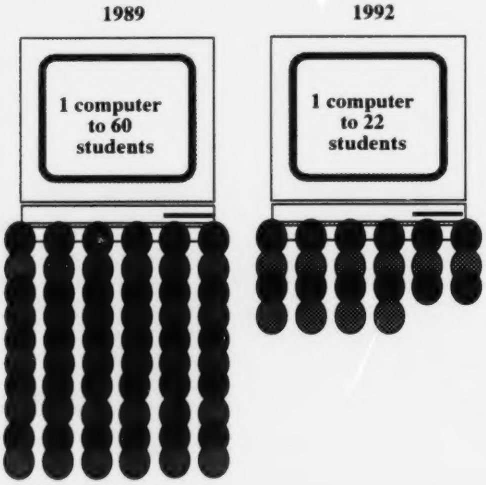
During 1992 priorities were determined by a wide consultative process and many of the programs made available were in response to the curriculum changes brought about by the Board of Studies. In addition, programs exploring classroom organisation and management, grouping of students, assessment and evaluation methodology and pedagogical issues were also offered.

Technology in teaching

Since 1989 the Computer Education Program in government schools has increased the use of computers in all areas of the curriculum. Direct cash grants to schools have supported the integration of computer technology into all schools. Some outcomes of the program have been:

- more schools using an across-the-curriculum approach to computers in the classroom;
- the average number of students per computer decreasing from 60 to 22, enabling much greater access for students;
- all schools having the opportunity to allocate professional time to the school computer coordinator;
- each region being provided with three consultancy positions to support computers in education;
- the growing use in education of telecommunications and electronic information services.

Figure 7. Students per computer in government schools, 1989 and 1992



Source: Department of School Education, *Annual Report 1992*

The Department of School Education provided a range of appropriate technologies for students with disabilities, funded under the Special Education Plan 1989–1992. An evaluation of these access and instructional technologies was underway in preparation for a report to be completed in 1993.

In addition to the OASIS computerised administration system being progressively introduced into Catholic schools and computer education for students, technological initiatives included: DOS platforms; Novell networks; CD ROMs, particularly for library resources; satellite dishes to access open learning networks; video-conferencing facilities for sharing resources among schools (in the case of schools with small numbers in subjects, for professional development of teachers); CAD/CAM in secondary technology and applied studies; and voice-activated computer technology to assist visually impaired students.

Telematics are used to provide an 'extended classroom' environment for some rural schools by way of audio links (loudspeaker telephones, voicepoints), document links (fax machines) and visual links (computers, auto modems, 'electronic classroom' software).

Resourcing schools

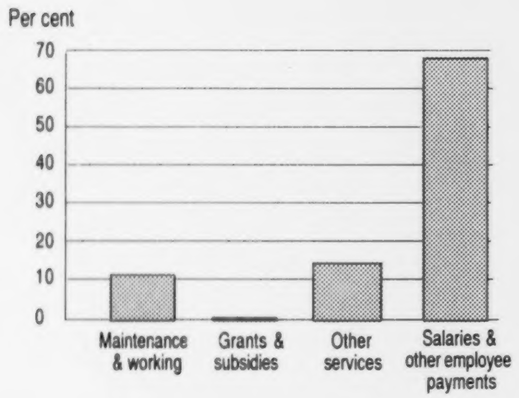
Recurrent funds

The areas for which recurrent funding from State and Commonwealth sources were allocated were all non-capital aspects of primary and secondary education. This includes administrative, professional and general support services. In 1991–92, expenditure on government schools from all sources on recurrent services was

$3.323 billion, of which $3.182 billion was spent on primary and secondary programs for schools and students. The balance ($141 million) was used for administrative and central educational support, including teacher development and the education of students with disabilities.

During 1992 the Commonwealth contributed $665.2 million to the recurrent funding of New South Wales schools. Of this, $256.1 million went to government schools while the remaining $409.1 million went to non-government schools.

Figure 8. Department of School Education recurrent funding expenditure total funds, 1991–92*



* Recurrent expenditure excludes capital works and services, and special deposits account expenditure.

Source: Department of School Education, *Annual Report 1992*

Capital funds for government schools

In 1991–92 funding of $200.4 million was allocated to primary programs ($80.6 million), secondary programs ($119.2 million) and administrative programs ($0.6 million). These capital funds were used for building works, land acquisitions, and the purchase and installation of plant and equipment. A further $21.8 million was expended from special deposits funding for works met from asset sales proceeds and joint ventures ($11.4 million) to support the introduction of computer technology for school administration ($8.5 million) and the repair or replacement of fire-damaged buildings and equipment ($1.9 million).

Other initiatives in government schools

Local determination of school structures

In its largest consultative exercise ever, the Department of School Education distributed 800,000 copies of a discussion paper, *Your School's Right to Choose*. The paper sought responses to the proposal that schools should be able to vary the number and mix of staff allocated by statewide formulae, according to local needs. The department received 1,700 responses, which were analysed and reported on to the school community.

Enterprise agreements

To facilitate the process of reaching agreement with ancillary staff in individual schools, the Department of School Education forwarded to all government school principals a document outlining the processes involved in reaching an enterprise agreement. Regional directors of personnel held seminars for cluster directors, principals and other staff to provide information on enterprise agreements.

Quality assurance

The Department of School Education established a quality assurance directorate in June 1992 led by an assistant director-general. Sixteen cluster directors were reassigned to quality assurance and the first school staff were selected for the 16 quality assurance teams to begin operation in 1993.

Over 300 government schools volunteered to be part of the development program. In first term 1993 the review teams will work with school communities to establish the most appropriate and effective ways to review the performance and development of individual schools. School reviews will involve significant participation by the schools and their communities.

The development of the quality assurance function will assist in improving student outcomes and measure the effectiveness of specific educational programs.

Government school priorities for 1993

The ten priorities which were chosen to guide planning in the government sector in 1992 were replaced at the end of the year by five priorities for 1993. These priorities will be used to guide the progress of the government school system and as a basis for accountability. The priorities for 1993 are:

- student outcomes;
- community participation;
- quality assurance;
- performance management;
- post-compulsory education.

VICTORIA

Introduction

Victoria continues to support the second largest school education system in Australia with a total in July 1992 of 2,691 schools and 788,240 students, or more than 25 per cent of the nation's schools and students. The government school sector consisted of 2,013 schools with 534,466 students. There were 499 schools with 175,769 students in the Catholic sector, and 179 schools with 78,005 students in the independent sector.

The three sectors—government, Catholic and independent—share many policy directions, strategies and activities. Commonwealth reporting requirements, however, call for separate rather than joint reporting. Accordingly, information on each sector is provided separately under the headings set by the Commonwealth. Under the options available, information on the government and Catholic sectors has been provided by the Directorate of School Education (DSE) and the Catholic Education Office respectively, whereas the Association of Independent Schools of Victoria elected to have the Commonwealth prepare educational accountability information on its behalf. It has not been possible with this approach to show the extent of cooperation that exists between the sectors. This has generally been of a high level and has contributed significantly to the success of many educational initiatives in Victoria.

Priority objectives for 1992

Government sector

Prior to the change in Government in October, 1992, the education objectives for the Government school system in Victoria, as set out in the strategic plan *Planning for Successful Schooling, Victorian State Schools 1992–1994*, were:

- to expand educational opportunities for all school students;
- to strengthen community participation in, and satisfaction with, the State school system;
- to encourage excellence in all aspects of student learning;
- to improve career structure, performance and morale of teaching, administrative and support staff;
- to manage resources in ways which maximise educational benefits for all students.

The priority tasks were linked to each of these objectives. A description of the relationship of these tasks to the Common and Agreed National Goals for Schooling in Australia follows:

- The implementation of district provision, school reorganisation and, more recently, the Schools of the Future Program, as well as integration and other special education programs, equated to the national goals concerned with issues of excellence.
- The implementation of the VCE, the linking of education and training and the various initiatives concerned with literacy and numeracy, languages other than English (LOTE) and technology matched the goals focusing on the areas of student learning and general and vocational learning.
- Raising the quality of teaching and ensuring quality provision in schooling generally, including establishing a school review function, were allied to the goals concerned with teaching and learning and the resourcing of schools.

An early initiative of the incoming Government was to replace the former Department of School Education with the Directorate of School Education (DSE). The DSE, which has responsibility for primary and secondary schooling, is now an associated administrative office of the Department of Education. Responsibility for training, further education and higher education resides with other agencies within the Department of Education. Other initiatives were aimed at improving the quality of education for students, while effecting a rationalisation of the number of schools and teachers in the system. To identify ways in which these objectives might be achieved, a task force was established to recommend on the implementation of Schools of the Future, and another to recommend on Quality Provision in education. Schools of the Future are to have full educational, administrative and financial flexibility in providing teaching programs that best meet the needs of their students. Quality Provision is to be attained through the redirection of resources from schools that have declining enrolment or have too few students to be viable. Some modifications were also made to the

Victorian Certificate of Education (VCE) to reduce what was seen as excessive student and teacher workload and to review the assessment process.

Catholic sector

The principles and objectives for Catholic schools in 1992 were as follows:

- to provide high quality education for all young Catholic people in a context which includes the Catholic dimension, an understanding of work in society and cooperative relationships with others;
- to improve access to a comprehensive and work-related curriculum by maximising student retention and encouraging participation and achievement of students who are disadvantaged or have a disability;
- to ensure that the assessment, recording and reporting practices provide comprehensive and accurate information on student development to students and their parents;
- to foster participation of the community, especially parents, teachers and students, in forming policy at the school, diocesan and State levels;
- to ensure consistency of goals with the Common and Agreed National Goals for Schooling in Australia.

Independent schools

Objectives for independent schools during 1992 included the following:

- to help students develop values, attitudes and skills which contribute to positive citizenship, partly by increasing community involvement in the educational process and also by encouraging students to participate in community activities;
- to foster self-esteem, individual achievement and respect for all people;
- to include parents in the educational process through parent education programs, increased frequency of reporting and emphasis on the home–school partnership;
- to promote equity and equality amongst boys and girls;
- to promote the value of a multicultural Australian society by exposing students to the cultural and historical backgrounds of indigenous and migrant Australians and to supply a culturally inclusive educational experience;
- to expose students to LOTE, constructive leisure pursuits, and the applications of religious principles in modern life;
- to enhance teaching resources and improve educational facilities;
- to encourage students with learning difficulties to be integrated into the regular classroom;
- to provide a quality education with strong emphasis on literacy and numeracy skills;
- to provide a balanced curriculum which enables students to achieve their full academic and physical potential as individuals.

The Common and Agreed National Goals for Schooling were used by more than half of all independent schools surveyed as a checklist for validity and comprehensiveness of their own goals. Schools which were established to meet the needs of particular cultural and/or religious groups included specific initiatives to promote the cultural and doctrinal understanding of issues, in addition to the more general strands of education.

Excellence and equity

Retention rates to year 12

In July 1992 the apparent retention rate in government schools was 78.4 per cent. This represented an increase of 7.4 per cent over 1991. Thus, the retention rate to year 12 in the government sector over the period extending from 1986 to 1992 showed an overall increase of 34.4 per cent.

The apparent retention rate for the Catholic sector rose by 5.5 per cent to 77.5 per cent. For independent schools, the apparent retention rate was 103.1 per cent, which was 3.1 percentage points less than for 1991.

The apparent retention rate for Victorian schools is set out in Table 1.

Table 1. Apparent retention rate for Victorian schools by sector, year 7 to year 12, 1987–92 (per cent)

Sector	*1987*	*1988*	*1989*	*1990*	*1991*	*1992*
Government	44.0	48.2	52.6	57.8	71.0	78.4
Catholic	60.5	65.6	66.1	68.0	72.0	77.5
Independent	95.7	99.87	100.1	104.9	106.2	103.1
All schools	**52.5**	**56.9**	**60.5**	**65.3**	**75.6**	**81.4**

Source: DSE Census data

Taken over the period 1982–92, the full-time equivalent (FTE) number of students in year 12 in Victoria over all school sectors grew from 23,050 to 52,276, an increase of 127 per cent. The increase in year 12 students has been particularly marked in government schools, where the year 12 enrolment grew from 12,405 FTE in 1982 to 32,404.9 in 1992, an increase of 161 per cent.

The apparent retention rate for females in government schools reached 86.6 per cent in July 1992. This was an increase of 7.3 percentage points when compared with the preceding year and nearly 16 per cent more than that for males. The lower apparent retention rate for males in government schools (71 per cent) was due in part to boys entering apprenticeships and other areas of vocational education and training. In the non-government sector, the apparent retention rate for females in 1992 was 92.1 per cent compared to 81.5 per cent for males.

Age participation rates

Table 2 details the age participation rate (per cent) in education and training of 15–19-year-olds at May 1992. The data indicates that Victoria achieves higher than national participation rates for students at school and attending higher education establishments and matches the national rate for participation in TAFE.

Report on education for excellence

A project was undertaken during 1992 to trial studies in the subject areas of English, mathematics and science. This project involved working closely with teachers in three schools: Merrilands Secondary College, Eltham High School and Broadmeadows Secondary College. A theme was selected within each subject area for adaptation of content and method to promote the quality of learning for all students.

A report on the outcome of the excellence project was published in December 1992. From this project, the following principles were formulated:

- An approach to excellence in curriculum requires the development of topics and teaching styles which emphasise the conceptual structures of school subjects.
- Differential teaching in schools is necessary for the maximum development of understanding of all children.
- A style of working in schools should be assumed and developed in which excellence and competency are properties of the faculty group of teachers as a whole.
- While the focus is on the school curriculum, other resources, particularly the services of academics, need to be brought into effective use.

Effective schools

Government sector

Approaches to discipline and student welfare

The Whole School Approach to Discipline and Student Welfare was established in 1991 as a result of the Rowe parliamentary report into WorkCare. It continued during the first part of 1992 as one of a range of strategies designed to reduce teacher stress and so lower the incidence of stress-related WorkCare claims.

The program had as its primary focus:

- reducing teacher stress resulting from student behaviour;
- assisting the school to establish a practical and operational student discipline and welfare policy;
- assisting the school to refine a decision-making process that works;
- where necessary, enhancing teacher skills in student discipline and welfare.

Table 2. Age participation rate in education and training of 15–19-year-olds (per cent)

	15 years		*16 years*		*17 years*		*18 years*		*19 years*	
	Vic.	*Aust.*	*Vic.*	*Aust.*	*Vic.*	*Aust.*	*Vic.*	*Aust.*	*Vic.*	*Aust.*
School	95.5	95.3	89.5	85.5	72.3	55.7	12.3	11.0	4.0	3.1
Higher Education	—	—	—	—	3.9	6.4	32.5	23.8	31.7	25.7
TAFE	—	0.7	2.0	4.2	4.4	10.1	16.5	20.1	16.1	18.8
Other	—	0.1	—	0.3	1.0	1.8	2.2	3.1	1.8	2.0
Total	**95.5**	**96.1**	**91.5**	**90.1**	**81.7**	**74.0**	**63.5**	**57.9**	**53.6**	**49.7**

Source: ABS, May 1992 Supplementary Survey of *Transition from Education to Work in Australia*

The program was conducted in schools across all regions, in primary, secondary and special settings and involved approximately 2,500 teachers.

An evaluation undertaken into the effectiveness of the Whole School Approach to Discipline and Student Welfare indicated that the program met the primary goal of reducing teacher stress and improved the organisational health of schools. It also enhanced the capacity of teachers to deal with student misbehaviour.

Community participation

Victoria maintained the view that higher levels of student achievement will be attained and, at the same time, more effective use of resources will be made as schools are able to draw on an educational partnership between parents, teachers and students.

An example of this partnership was seen in the move toward having incorporated into the Schools Grant the urgent and minor maintenance works allocation for schools. A pilot program was established in the Western Metropolitan Region in 1992, with all schools receiving allocations based on entitlements, building type and the length of time since major maintenance work had last been undertaken. A Regional Reference Committee, which was established to assist with the implementation of the program, initiated a substantial in-service program involving principals and school council representatives from all 360 schools in the region. An evaluation confirmed that schools were successfully managing their own urgent and minor maintenance works and that this approach was acceptable to schools and their communities. Accordingly, it was planned to extend the scheme to schools across the State.

Computerised administrative systems

The Computerised Administrative Systems Environment for Schools (CASES) is a software administration package developed in Victoria to support government schools. It contains applications to cover all areas relating to school administration, specifically: financial management, student enrolments, student course selection, staff administration, student profiles and asset management.

A general ledger module for the CASES finance system was released to schools early in 1992, and considerable development work was undertaken on an accounts payable module.

A comprehensive user manual for the student and staff administration modules was released in 1992. The second volume of the user manual relating to course selection, timetabling, asset management and travel and transport will be released during 1993.

The Schools Assets Management System (SAMS) provides a comprehensive database on the distribution and use of schools' assets to facilitate the targeting of resources and planning for future requirements. SAMS was distributed to each region and by the end of 1992 most data supplied by schools on furniture, equipment and motor vehicles had been entered on the system. This module will assist schools and regions in reviewing insurance claims, and will support the auditing and analysis of resources held at each school.

Work commenced on an enhancement to SAMS to enable actual building facilities at each school campus to be checked against school facility standards. This enhancement also includes automatic calculation of cleaning grants based on actual cleanable floor areas as shown in the digital drawings, cleaning entitlement areas and average contract rates. Additionally, building area and construction-type data contained in SAMS provide the base data for an application that calculates grants to schools for minor and urgent works.

By the end of 1992, nearly 70 per cent of government schools were using the CASES applications, continuing the increase in the number of schools over previous years. During the year, 200 primary schools had been provided with a computer, printer, modem and word-processing package for the electronic recording of student profiles data.

The release of the draft Computing in Schools Strategic Plan provided a systematic framework for the cost effective use of computers for curriculum and administrative purposes. The draft plan was circulated for comment from all representative school and teaching organisations. It has led to a revision of the facilities standards for new schools.

The Educational Management Information System (EMIS) provides ready electronic access to information about government schools and school education to support the work of senior officers, line managers and senior staff. Approximately 50 senior staff were provided with access to EMIS during 1992. EMIS consists of three broad areas of information provision or systems:

- general and performance data at the individual school level—past, current and proposed—on such matters as financial allocation and expenditure, human resources and assets, with the facility to process routine queries about the DSE (including the provision of graph and spreadsheet reports for further analysis or for inclusion in published reports);
- corporate information, including school addresses, contact persons and phone numbers; statistical data; and key documents and memoranda;
- corporate data on students, finance, human resources, assets and curriculum for analytical, reporting and policy making

purposes. The data provided is compatible with commonly used database, spreadsheet and statistical software packages and can be accessed directly through Structured Query Language (SQL) queries. In addition, this module has the facility of automatically updating statistical reports in key operational areas.

The Information Computing Office Network (ICON) was introduced as an extension to the successful trial of the Integrated Office System during 1990–91. It provides local area network support for central and regional office operations by linking these across a wide area network. Access to an electronic mail service was extended to approximately 400 system users who were provided with word-processing, spreadsheet and database software. Implementation of ICON has demonstrated the feasibility of using wide-area networking to link schools, school support centres, regional offices and the central office.

School reorganisation and quality provision

Sixteen district reviews were conducted during 1992 which, following on from previous reviews, led to reorganisations involving 30 secondary colleges. The major feature of secondary reorganisation over recent years has been the establishment of multicampus colleges with separate senior campuses for the provision of the VCE. By the end of 1992, 24 colleges had been structured through reorganisation to provide their VCE in this way.

In the latter part of 1992, 20 relocatable units were constructed for location at schools where significant enrolment growth was anticipated for the 1993 school year.

At the end of 1992, 55 schools were closed for reasons which ranged from falling enrolments to deteriorating buildings. A Quality Provision Taskforce was established to develop a framework for the delivery of quality education and to examine the resources needed to ensure that this could be provided for all students. This framework is expected to be released in May 1993.

Catholic sector

Approaches to discipline and student welfare

The Pastoral Care Unit of the Catholic Education Office assists school communities in maintaining and developing effective pastoral care programs through centrally based professional development activities, school-based service, service to individuals, resource provision, the support of networks and other miscellaneous involvements.

Professional development activities included:

- the Basic Helping Skills Program for secondary student welfare coordinators and year-level coordinators;
- Maintaining Mental Health in the School Community—a program for primary and secondary teachers;
- contributions to activities involving first-year teachers, new primary principals and year-level coordinators.

School-based service included:

- self-management for teachers in areas of conflict management, stress and time management, service and self-care, team building, communication and responding to change;
- student management in schools in areas such as self-esteem, bullying, self-discipline and pastoral care;
- assistance to schools in cases of child abuse and neglect—for example, many Catholic schools have adopted the Personal Safety Program, produced by the Crime Prevention and Education Consultative Group;
- development and evaluation of pastoral care policy and curriculum, and acting as a support agent for schools conducting a pastoral review or implementing pastoral changes.

Service to individuals included:

- crisis management assistance to principals, teachers, parish priests and Catholic Education Office personnel;
- grief counselling for teachers, administrators and parents;
- interpersonal relations counselling for staff–staff, parent–principal and teacher–parent;
- assistance to individual teachers with disciplinary issues and class management.

Network activities included the provision of in-service, planning and administrative assistance to the Catholic Secondary Schools Student Welfare Support Group (CSSS), the student welfare coordinators and school counsellors employed in Catholic secondary schools.

Community participation

Considerable resources were devoted to expanding community participation in schools. Professional development activities were conducted for members of school boards. The process of education assemblies, commenced in 1991, was continued in 1992, with assemblies being held both at diocesan and State levels to provide opportunities for community stakeholders to articulate their expectations of Catholic schools. Each of the four dioceses in Victoria held diocesan assemblies in which participants discussed issues pertinent to that diocese. As the culmination to the series of diocesan assemblies, a Victorian Catholic Assembly, representative of all interested groups, was held to ensure a wide input into the development of policies for Catholic education.

School reorganisation and quality provision

Meetings involving principals, parish priests and members of religious orders were held in 1992 within all 25 deaneries in the Archdiocese of Melbourne. These meetings sought to establish the degree to which the provision of Catholic schooling suited the situation of each deanery. Similar activities were undertaken in the non-metropolitan dioceses with respect to the reorganisation of schools.

Independent schools

Community participation

Parents of students attending independent schools were involved in most aspects of the education process. Independent schools relied heavily on volunteers for assistance with classroom and extra-curricular activities. As a part of their involvement with the community, many independent schools provided courses for parents and the public at large beyond those offered to their own students. In addition, many schools actively encouraged students to volunteer for community service activities. Some schools also permitted community groups to use their facilities for athletic, artistic, theatrical or instructional purposes.

Increasing public awareness

Government sector

Throughout most of 1992 the *Schools Bulletin*, a fortnightly newsletter, continued as the main medium for communicating to government schools information on curriculum, industrial and administrative matters, as well as for disseminating executive memoranda. Over 14,000 copies of each edition were distributed for circulation among teachers, members of school councils, ancillary staff and parents.

An inter-sectoral program of VCE public-awareness exhibitions was undertaken in environmental education, science and mathematics, and textiles. The program was also supported by a series of seminars and performances by school dance, drama and orchestral groups.

State Education Week was held in May 1992 to highlight the achievements of government schools. The 1992 theme, 'State Schools are Great Schools', focused on the areas of science/technology, mathematics and language. Activities and displays were held in schools as well as at community venues throughout the State. These were supported by features and advertisements in all media.

Throughout Children's Week, children of all ages organised and participated in events that were held in metropolitan, regional and city venues. Many students took the opportunity to write letters to newspapers or to participate in special programs offered at the Arts Centre, Planetarium and Scienceworks Museum. Theatre activities were held in the Treasury Gardens to celebrate Universal Children's Day, and the Speaker of the House of Assembly presided over the Children's Parliament in which students from 20 schools debated issues relating to the theme 'Space For Us All'.

A continuous display of classroom science and technology activities presented by schools was the highlight of the Great Australian Science Show in 1992.

Under the Awards for Excellence Program, an award was made to one senior student from every secondary school in the State, with the awards being presented at a ceremony hosted by the Premier.

Education Line, a telephone service, was established towards the end of 1992 to provide up-to-date information on developments in education for teachers, schools and the community. While it was established initially to answer employment-related inquiries, the majority of calls to this service have been from the general public.

Catholic sector

The Catholic Education Office kept the Catholic education community informed by fortnightly mailings of material to all schools and school boards. In addition, current curriculum initiatives were described in two publications which were distributed three or four times annually. *Crosslinks* was circulated among secondary schools as well as a much wider readership, while *Curriculum Exchange* was distributed to primary schools and primary school boards.

The Catholic Education Office also sought to increase public awareness of educational matters through conducting a series of training activities specifically for school and parish board members.

Equity initiatives

Government sector

Education of girls

The Education of Girls Program continued to provide statewide policy advice, produce curriculum materials and develop and implement policy and guidelines to raise awareness of the educational needs of girls; to provide for equal access to and participation and achievement in gender-inclusive curriculum; to provide a supportive school environment; and to ensure equitable resource allocation. A major curriculum goal was to enhance the access, participation and success of girls in maths, science and technology subjects at all levels.

Activities undertaken during 1992 included:

- preparation of an increased number of equal opportunity action plans, particularly in secondary colleges which had designated an equal opportunity coordinator from within their establishments;
- support for the implementation of the Victorian Equal Opportunity Action Plan for Girls in Education 1991–93;
- coordination of the statewide and regional Equal Opportunity Resource Centres;
- support for professional development programs to broaden the post-school options of girls;
- maintenance of the *Women Talk Work Register*, a register of women in non-traditional occupations which aims to broaden the career aspirations and expectations of girls;
- publication of the *Equal Opportunity Newsletter*.

The program participated in the review of the National Policy for the Education of Girls in Australian Schools and the Gender Equity in Curriculum Reform (GECR) Project. With the GECR Project, Victoria undertook responsibility for ensuring that the national statement and profiles in the arts were gender-inclusive, and also for the development of professional development materials to enable gender-inclusive curriculum strategies to be incorporated into school practice.

Integration of students with disabilities

There was a major expansion in the integration program in government schools, with the number of integration aides increasing to 1,177 equivalent full-time (EFT) and the number of integration teachers to 507 EFT. In addition, expenditure on paramedical/health and interpreter services and on equipment amounted to $1,177,200.

The number of students participating in integration programs in government schools increased to 5,619 through an extension of such programs to 1,284 (66 per cent) schools. Over the same period of time, the number of students in special schools showed an overall decrease from 5,421 to 4,991, despite the enrolment during this period of more than 730 students from Day Training Centres and Spastic Centres. Of the students in government special schools in 1992, more than 1,275 (26 per cent) were more than 18 years of age. Consequently, the number of school-age students in special schools had fallen by about 40 per cent since 1985.

Implementation of the Inclusive-Schooling Integration (ISI) Program aimed to foster the development of a school culture which supported the access of all students to a quality education, irrespective of disability or impairment. During 1992, the ISI Program was extended to cover an additional 186 schools, bringing the total to 350 schools (more than 17 per cent of government schools). It is intended to transfer responsibility for the implementation of the ISI Program to the local level.

Considerable progress was made in transferring adult students who had been attending government special schools, that is, students of more than 18 years of age, to programs that were more appropriate to their age, such as programs within TAFE colleges and programs conducted by the Division of Further Education and Community Services. During 1992, 290 adult students transferred to more appropriate programs with other agencies.

Progress was also made in implementing the recommendations of the review of educational provisions for students who are deaf. During 1992, deaf education facilities were established in two primary and two secondary schools within the metropolitan area.

During 1992, the Office of the Auditor General completed an audit of the integration program in government schools, which was followed by a management review of the overall provision being made for integration and special education.

The allocation to Victoria in 1992 for the Intervention Support element of the Commonwealth Special Education Program was $4,001,000 for all eligible children. The priorities for this element, which included schools in all sectors, were as follows:

- the provision of early intervention services to young children with disabilities, including the integration of children into regular preschools;
- the provision of services to school-aged students with severe disabilities;
- the provision of educational and related services to children in residential care, including those with disabilities.

Education of Koorie students

There were 2,654 Koorie students in government schools in 1992, most of whom (63 per cent) were enrolled in primary schools.

The number of Koorie students in government schools per year level in 1992 was relatively constant from the preparatory year to year 8, ranging from 268 to 219. After year 8 there were significantly fewer Koorie students enrolled in schooling.

Planning was completed for the new DSE Operational Plan for the delivery of the National Aboriginal and Torres Strait Islander Education Policy for the 1993–95 triennium. The operational plan complements the 1991 Victorian Koorie education policy, ***Partnership in Education***, a joint Victorian and Commonwealth initiative, which sought to achieve the following:

- increase the number of Koorie students staying on to complete years 11 and 12;
- develop resource material that is more culturally relevant for Koorie students;
- encourage all students to become more aware of Koorie history and culture;
- boost Koorie involvement in education decision making.

During 1992, the operational plan saw the maintenance of 52 Koorie educators as well as the Koorie Education Coordination Unit (KECU) comprising 16 cross-sectoral coordinators and 3 centrally based officers.

Education of students from a non-English speaking background (NESB)

In July 1992, there were 134,854 NESB students enrolled in government schools. NESB students, who comprised more than 25 per cent of government school enrolments, were concentrated (nearly 90 per cent) in the metropolitan regions. The proportion of NESB students increased at each year level: in the preparatory year level, 20.7 per cent of students were from a non-English speaking background; while at the year 12 level, 31.3 per cent were from a non-English speaking background.

A range of other support services were offered in addition to specialist teaching, both in intensive language centres and mainstream schools. These included the following:

- consultants in English as a second language (ESL) based in school support centres;
- ESL course guides and support materials covering the range of ESL learners;
- the development of ESL reporting profiles;
- NESB data collections;
- access to the interpreting and translating services provided by the Victorian Interpreting and Translating Service;
- multicultural education aides to support ESL and LOTE teachers in the classroom and facilitate communication between schools and their NESB communities.

The distribution of General Support funds for the ESL Program continued to be based on data derived from a Language Learning Survey conducted in 1983. Work proceeded on the development of ESL profiles as a more appropriate measure for funding purposes.

Education of students in isolated settings

Telematics, encompassing all electronically based communications, continued to assist the provision of curriculum in isolated locations, particularly in specialised subject areas such as LOTE. For example, the Distance Education Centre, formerly the Correspondence School, used telematics in a range of courses. Telematics services were also used to support the professional development of teachers.

During 1992, up to 375 hours of telematics-delivered instruction was offered each week. The number of schools with satellite facilities able to receive television programs from a central point, including telelessons and teletutorials, increased to over 140. With the introduction of interactive television, participants were able to phone or fax questions and comments to the studio as the programs went to air. Interactive television is able to provide current information, teacher training and student support activities directly into the participating schools.

Tekpaks remained useful for teaching technology-based subjects in isolated schools which generally do not have technology facilities.

Country Education Project

The Country Education Project is the Victorian component of the Commonwealth Country Areas Program. In 1992, this inter-sectoral project was conducted within 17 areas involving a total of 295 government and non-government schools and over 29,200 students. The allocation from the general component for Victoria in 1992 was $2,110,000.

Emphasis was given to program planning and reporting at all levels and area committees were encouraged to integrate their planning processes with school communities and to work on whole-school plans. Program priorities, which had been identified across the State, became the focus of program development.

Priorities for 1992 included:

- implementation of a range of literacy and numeracy initiatives at the area, regional and statewide levels, including support for a number of workshop activities for rural school communities, using the resource *About Learning*;
- development of *Energy Breakthrough*, a technology and environmental studies program, which gives particular attention to supporting the participation of primary schools and of girls;
- support for a number of programs aimed at improving the provision of LOTE in small rural schools;
- support for schools/clusters in providing a broad range of VCE student programs and educational experiences within these programs;
- vocational education for primary and secondary school students with programs focusing on the development of appropriate curriculum material;
- support for the investigation of various technology applications to assist in curriculum delivery to rural students;
- cooperation with the Australian Children's Television Foundation in exploring the use of the television program *LIFT OFF* for use in personal development curriculum areas.

Disadvantaged Schools Program

The Commonwealth-funded Disadvantaged Schools Program (DSP) continued to support those schools declared in 1991 as schools in the most socioeconomically disadvantaged communities to address the curriculum areas of literacy, numeracy, parent participation, expressive arts and student understanding of society.

In 1992, there was a total of 406 schools and 110,508 students participating in the program. This was comprised of 310 primary schools with 58,950 students, 96 secondary schools with 50,296 students and 18 other schools (special schools and language centres) with 1,263 students.

The program reaffirmed the prime importance of literacy and numeracy, requiring schools to ensure they could meet the minimum requirements of DSE literacy and numeracy strategies.

Several schools participating in the DSP also began work with neighbouring schools to develop a common cluster curriculum action plan based on common needs arising from an analysis of student data from the schools.

Other initiatives undertaken in 1992 included the implementation of the Schools Equity and Learning (SEAL) Program in which 16 clusters of schools across the State collected data on student groups, shared curriculum information, prepared cluster action plans based on the data gathered and allocated available discretionary resources to the plans.

Students at risk

The Students at Risk Program (SARP) is integral to the DSE's efforts in supporting schools to meet the needs of particular groups of students who are considered to be 'at risk', and thus enable these students to complete their secondary education. SARP projects carried out in 1992 included those which:

- encouraged schools to support homeless students by linking with the responsible agencies, while changing their organisational structures, curriculum content and teaching and learning strategies to meet these students' education needs;
- linked school support with support from welfare agencies, particularly for families and students at times of crisis;
- piloted alternative strategies to support an education program for the children of itinerant families;
- supported 16 clusters of primary schools and secondary colleges to prepare curriculum action plans based on an analysis of student data collected from the participating schools;
- piloted the development of more flexible organisational and curriculum arrangements within the VCE to address the vocational aspirations of students who were at risk.

Catholic sector

Education of girls

An officer with the Catholic Education Office represented the National Catholic Education Commission (NCEC) in working with the Australian Education Council on the National Policy for the Education of Girls in Australian Schools. This led to the first NCEC forum being developed and hosted in Melbourne. The forum considered a national response to the national policy, developed a map of Catholic schools' involvement in gender-equity issues and discussed further initiatives in the area.

The Catholic Education Office co-sponsored with principal, deputy principal and staff associations a key in-service program which focused on women in leadership in Catholic education. This complemented an in-service activity organised centrally and focused on gender issues in the curriculum.

Greater awareness among Catholic schools of the educational needs of girls was reflected in more creative and positive organisational and curriculum responses to gender issues.

Integration of students with disabilities

In 1992, there were 1,258 students being supported in 383 Catholic primary and secondary schools. This was an increase of 4.7 per cent in the number of students over the previous year, while the number of schools receiving support under the program increased by 6.1 per cent in the same period. Students with disabilities attend regular schools on either a full-time or part-time basis. The total of equivalent full-time attendances included 852.3 primary and 225.8 secondary students. Support to schools for these students with disabilities was provided from the Commonwealth Special Education Program through the Schools Support—Non-government element ($1,315,560), the Intervention joint element ($15,957), the Children with Disabilities capital element ($118,268) and the Incentives element ($152,445). In addition, a specific allocation of General Recurrent Grant funds ($376,000) was reserved and used to provide additional support for integration in parish primary schools.

The 1992 allocation for Victoria for the Schools Support—Non-government element of the Commonwealth Special Education Program, which includes non-government service providers for government and non-government schools, was $7,103,000. Priorities for the year were:

- the integration of students with disabilities into regular classes and schools;
- support of statewide services provided by non-government agencies for students with disabilities, such as the therapy services provided by Spastic and Yooralla Societies;
- recurrent grants for non-government special schools.

Education of Koorie students

The initiatives in Koorie education in Catholic schools are informed by a set of system principles and supported by Aboriginal Education Coordination Committees at archdiocesan and diocesan levels. All central initiatives were conducted in conjunction with the Victorian Aboriginal Education Association Incorporated (VAEAI). All regional work was conducted in conjunction with Local Aboriginal Education Consultative Groups (LAECG).

In 1992, there were 165 Koorie students enrolled in Catholic schools: 95 in primary schools and 70 in secondary schools. Activities undertaken by the Catholic Education Office emphasised:

- addressing needs of Koorie students and parents in Catholic primary and secondary schools;
- consultation with Koorie educational and community service organisations;
- professional development for teachers, particularly (but not only) those presently teaching Koorie students;
- the development of curriculum support materials for teachers engaged in Koorie perspectives across the curriculum;
- the administration and evaluation of the operational plans of the Catholic Education Commission of Victoria (CECV) for 1990–92 under the Aboriginal Education Program (AEP), and the development of the operational plans for 1993–95 for the Aboriginal Education Program (AEP) administered through the Commonwealth Department of Employment, Education and Training (DEET).

A Koorie Education Program Officer was employed to work full-time with the coordinator for Aboriginal education.

Education of NESB students

General Support element

In 1992, support was provided under the General Support element of the Commonwealth ESL Program to 80 primary schools and 42 secondary schools within the Catholic sector. The nature of support given for ESL programs was in transition, in both the strategies being followed for the inclusion of such programs in mainstream curriculum and the approaches being taken to the allocation of general school funds. It is recognised that new definitions of need should accompany the provision of ESL-related resources, as it is through profiling and language accountability that new directions seem to be emerging.

New Arrivals element

In 1992, support under the New Arrivals element of the Commonwealth ESL Program was provided to 532 students in primary schools and 40 students in secondary schools.

The assignment of specialist teachers for new arrivals in Catholic schools remained flexible in order to meet changing needs. Twenty-eight teachers with expertise in the ESL area filled the equivalent of 21.8 full-time positions so that the system could meet the needs of migrant and refugee students as they enrolled in schools.

Disadvantaged Schools Program

The DSP statewide committee structure means that the program as a whole brings together representatives from all Victorian Catholic schools, as well as other non-government schools, and that there are projects which involve cooperation with government schools.

National and State projects established through the Commonwealth's Literacy and Learning Program are serving to broaden the educational context for the work that is undertaken in schools with concentrations of students from low socioeconomic background.

Sixty-one Catholic schools continued their involvement in the DSP after 1991. In 1992, 18 Melbourne Archdiocesan schools and 29 new country diocesan schools were introduced to the program, making a total of 107 schools and 27,444 students.

In 1992, DSP group or cluster projects were conducted in Catholic schools within such areas as parental involvement, curriculum development, and professional development. DSP school projects were undertaken in integrated curriculum development, pastoral care and community–school relations, creative arts (including music), language and reading, numeracy, science and technology, and physical education.

Students at Risk Program

Planning for the introduction of the Students at Risk Program into Catholic schools was undertaken in the second half of 1992. Preliminary plans were put forward to DEET in December 1992.

Independent schools

Integration

In non-government, non-Catholic schools in 1992, Commonwealth funding of $556,000 was utilised to assist the integration of 307 students with disabilities into regular classrooms in 93 schools. Approximately 200 students with disabilities were integrated into regular classrooms without Commonwealth assistance.

Education of NESB students

In 1992, 28 Victorian independent schools received Commonwealth funding under the ESL General element. Eight independent schools received ESL New Arrivals funding.

General and vocational education

Government sector

During 1992, the DSE established vocational education projects in over 50 secondary colleges to facilitate the integration of the major thrusts of national reports on vocational education and training, viz. the Finn Report, the Mayer Report and the Carmichael Report.

These projects, which were funded from the Commonwealth's Country Areas Program and Students at Risk Program, focused on:

- VCE to TAFE credit transfer arrangements;
- structured or extended work experience linked to the VCE;
- VCE student programs in broad vocational areas.

Advances were made towards realising the vocational outcomes of the VCE through credit transfer arrangements with TAFE award courses. Building on the implementation of credit arrangements in five vocational areas in 1991, progress was made in implementing such arrangements over an additional eight vocational areas: building and construction; automotive; textiles, clothing and footwear; agriculture and horticulture; social and community services; aerospace; business services; and printing. Further development of student programs in broad vocational areas was stimulated by two major conferences in which schools were involved. Many schools set out to structure their VCE provision around such programs.

The structured work experience placement program was built on the school–work projects funded through the Department of Labour. Participants were year 11 and year 12 students, particularly those at risk of not completing school. These students were provided with experience in a workplace on the basis of either one day a week or a block placement. Students, employers and teachers negotiated an agreement that permitted VCE work requirements incorporating vocational competencies to be undertaken through industry placement. The primary aim of the program was to demonstrate the flexibility contained within the VCE. The program emphasised the development of strong links between school and work, especially given that the VCE offers opportunities for students to learn in the workplace. Fifteen of the forty-four VCE study designs either recommended or required that school–industry contact take place.

Victorian schools adopted a range of strategies to improve coordination between work, career and vocational education programs. Such strategies included:

- developing team approaches to enable careers teachers and year-level coordinators to collaborate on presenting more comprehensive information on post-school options;
- using Pathway Coordinators to provide a focus and to serve as mentors for students' vocational programs;
- appointing Advanced Skills Teachers 2 and 3 in 50 schools with a work education role.

In the latter part of 1992, a number of cross-sectoral initiatives were developed, arising from the Carmichael Report. Prominent among these was the Victorian Schools Pilot Project in which 15 secondary schools in all sectors were involved in promoting VCE–TAFE links and school and work placement links, as well as student programs in vocational areas. To support these developments, a major information dissemination and professional development program was undertaken to familiarise key school personnel—principals, VCE coordinators, careers teachers—with changes in industry and workplace restructuring and directions being taken with training reform.

A number of special programs and services in Victoria continued to assist students and teachers to make industry links. During 1992, the Know-Biz Business Education Association Incorporated coordinated student visits to industry, which involved participation by a total of 450 businesses and 109 schools in Know-Biz programs. Project School Industry maintained its charter to broaden teachers' knowledge of the workplace by encouraging individual schools to link with local industry through activities such as teacher–industry days and local school–industry committees.

Successful education–industry links are dependent on the understanding that teachers have of industry and on the extent to which they are involved in it. The Teacher Release to Industry Program had been established in 1991 with 34 participants, continued in 1992 with 80 members of the Teaching Service (teachers and principals) gaining direct experience in industry. In 1992, 60 per cent of the participants were women.

The Job and Course Explorer database (JAC) was further developed in 1992 through the addition of the Community Courses Module Database and the Training Short Courses Directory. A credit transfer module was completed and the Pathways Compact Disk, an audiovisual program similar to the Jobs Illustrated (JILL) Program, was initiated. During 1992, JAC was licensed to the remaining States, making it an Australia-wide service.

Catholic sector

The material from the Finn and Mayer reports was discussed at seminars of secondary principals and teachers in Catholic schools. Through this process of consultation a response was developed by the Catholic Education Commission of Victoria. Similarly, the Catholic education sector became involved in the pilot projects that resulted from recommendations of the Carmichael report.

The Catholic Education Office was also responsible for the special focus project of the Finn Review: the Key Competencies and Young People from Non-English Speaking Backgrounds. This project was instigated to obtain practical information on ways in which the key competency proposals might help or hinder access for young people from language backgrounds other than English. It identified the need for the following:

- provision of explicit teaching related to the expected performance;
- distinction between linguistic competence and the application of cognitive skills;
- recognition of the place of cross-cultural communication skills in notions of key competencies in a multicultural society and workplace;
- building into key competencies the levels of bilingual and bicultural skills found among NESB students.

Independent schools

Interactions with TAFE institutions and private training providers

In 1992, there were considerable links between independent schools and the TAFE sector. The establishment of VCE–TAFE credit transfer arrangements was important in developing links with TAFE. These links were frequently in the catering/hospitality and/or business studies areas and many had been structured for students with special needs. Access to TAFE and other tertiary options was provided to varying degrees depending upon a number of factors (such as students' interests, geographical proximity and parental preferences). Distance and limitations on TAFE enrolments seemed to be the major barriers to more extensive links. Several secondary colleges actively encouraged their year 12 students to apply to both TAFE and tertiary institutions. Other schools noted that links included arrangements to share library, science or recreational facilities with one or more TAFE institutions.

Some independent schools regularly hosted university personnel and some offered first-year university subjects as senior school electives. Civic clubs provided mock interviews which were integrated into the career education program. Excursions to, and visiting speakers from, local industries enriched student perceptions of the world of commerce and industry. In addition to computer/secretarial skills, languages and first-aid training, many schools hosted presentations from various private training providers for leisure pursuits such as aviation, abseiling or scuba diving.

Work experience programs

Most independent schools required one to two weeks of work experience as a part of career education year 10. Placements were generally arranged by parents and students, with school assistance as required. Economic conditions prevented some employers from continued participation in the program. Many survey respondents indicated that the main value of work experience was in personal development rather than in pre-vocational education. However, they also noted that work experience often opened doors for employment or admission to tertiary courses. Students had been enthusiastic about work experience and, as a consequence, often shed unrealistic opinions about work.

Areas of student learning

In 1992, there was significant cooperation among all three sectors in Victoria in the establishment of a National Curriculum Management Committee. This committee organised responses to the drafts for national statements and profiles, and arranged for the cooperative trialling and validation of profiles as requested by the AEC Curriculum and Assessment Committee.

The work on profiles aimed at extending their use to cover all areas of English and mathematics, and also to establish them in the areas of science, technology and studies of society and the environment. The profiles provide the basis for reporting on a student's strengths and weaknesses within an area of learning. They provide a common language and framework for charting a student's progress and assist in the communication of detailed and accurate information between teachers, parents and schools.

Profiles consist of eight levels, and for each of these levels four elements have been developed:

- a level statement describing the characteristics of achievement across all strands;
- a set of outcome statements for each strand;
- a series of pointers which elaborate on each outcome statement;
- a set of student work samples to assist teachers in making consistent judgements about student achievement.

Government sector

In the eight learning areas for national collaboration in curriculum, the Catholic sector collaborated closely with the DSE, as indicated in the above section. Further specific areas of work are described below.

English

Further initiatives to promote the Literacy Strategy in schools were aimed at disseminating the Victorian English profiles, supporting early primary literacy education, implementing intensive strategies for students who experience difficulties in literacy and undertaking professional development programs for primary and secondary teachers.

The *Victorian English Profile Handbook*, which had been extended to include spoken English as well as the strands of reading and writing, was distributed to all schools including Catholic schools. In addition, a supporting manual for professional development leaders was produced, and an extensive professional development program was conducted in all primary schools by school support centre personnel, and in Catholic schools by the curriculum advisers and zone offices. The Victorian Achievement Studies involved the collection of years 3 and 6 student achievement data in reading, writing and spoken language.

Consolidation and further development of information contained in the Early Literacy In-service Course and the Reading Recovery Program proceeded through the Good Literacy Teaching Project in collaboration with the Catholic Education Office, Sydney, and the New South Wales Department of School Education. The development and trialling of materials will continue into 1993.

The 150 Schools Project: Literacy Programs Study (building on the 100 Schools Project) was established to report on student, teacher, context and program, factors that influence student achievement in literacy. A complementary part of the project was a study of school effectiveness, especially those factors that promote a positive school climate.

Programs were extended to support the continued literacy development of secondary students across all subject areas. Writing in the Subject Areas, developed initially by staff at the Catholic Education Office, assisted subject teachers to understand and meet the literacy demands of their subject areas. Making a Difference provided intensive support for year 7 students experiencing difficulty in literacy development. Teaching and learning issues related to post-primary literacy education are addressed within Helping Students to Learn. Extensive trialling of these programs in disadvantaged schools and the development of associated materials will continue into 1993. Support has been provided by the Commonwealth Literacy and Learning Program.

LOTE

The focus in 1992 was on extending LOTE as a core study in years 7 to 10, and encouraging the study of a second language in primary schools from preparatory year to year 6. This included the development of curriculum and resources to support schools with funding provided by the Commonwealth Priority Languages Incentive element.

In 1992, some 29 per cent of primary schools—440 primary schools in all—were providing a language other than English compared with 24 per cent of primary schools in 1991. Most of these schools provided language programs at all levels from preparatory year to year 6 and an estimated 65,000 students participated.

At the secondary level, 33,113 year 7 students (87 per cent of students at that level) and 28,909 year 8 students (74 per cent of students) were studying a language, an increase over 1991 of 7 percentage points at the year 7 level and 2 percentage points at the year 8 level. One or more languages were offered in 331 colleges (89 per cent of secondary colleges), which represented an increase over 1991 of 8 percentage points.

The Distance Education Centre (formerly the Correspondence School) provided studies in seven languages to a total of 1,068 secondary students who would not otherwise have been able to study these languages in their school due to geographic isolation or the unavailability of language teachers.

The Victorian School of Languages (VSL) complemented the provision of LOTE education in mainstream schools by offering 37 languages in 26 centres across Melbourne and in various Victorian provincial centres. In 1992, the VSL provided LOTE studies to a total of 11,464 students (599 adults, 7,165 students in government, Catholic and independent secondary schools and 3,700 students in government, Catholic and independent primary schools). This represented an increase of nearly 7 per cent in the number of students compared with 1991. Korean was added to the list of languages that had been offered in 1991, and new centres were opened at Traralgon, Sunshine and Heidelberg.

Details of other initiatives supported by State and Commonwealth LOTE funding follow:

- The DSE arranged (through the Asia Pacific Education Centre, Monash University) for ten teachers of Indonesian to attend an intensive six-week summer course at Gadja Mada University, Yogyakarta in December 1991 to January 1992. On their return, the teachers were required to sit an examination so that their language study could be formally accredited by Monash University. In addition, a teacher was assisted in undertaking an eight-week intensive language course at Banjoing University, China.
- Five teachers of Japanese attended a methodology course offered at the Sydney Language Centre of the Japan Foundation.
- Specially tailored courses were negotiated with Japan Seminar House for the professional development of 100 current and potential teachers of Japanese.
- Two specially tailored courses for potential teachers of German were negotiated with and accredited through Monash University and the Goethe Institute. One of these courses was delivered by telematics after school hours to teachers in six country settings.
- Although study leave was not generally available, 18 teachers were granted 0.4 EFT study leave to upgrade their LOTE qualifications. Twelve of these were teachers of Asian languages (seven taught Japanese and five Indonesian). A further 27 teachers were supported for continuing 0.4 EFT study leave. Sixteen were teachers of Asian languages (thirteen taught Japanese, two Indonesian and one Vietnamese).
- A LOTE train-the-trainer professional development course was developed and trialled in both metropolitan and country Victoria.
- A pilot project on the use of distance education technologies, including interactive television for the delivery of languages and professional development of teachers in non-metropolitan areas, was undertaken and a report prepared.
- A coordinated response to the national LOTE curriculum statement was prepared across all Victorian sectors of education.
- A report was prepared on the number of students taking LOTE studies by school, year level and gender. The number of current and potential LOTE teachers by qualifications and language was also reported.
- Data on the number of after-hours ethnic schools and students taking LOTE studies was obtained and accountability mechanisms were developed.
- A professional development program for after-hours ethnic schools teachers was developed.
- An extensive resource collection was established to support LOTE teachers in mainstream schools and after-hours ethnic schools as well as in the VSL.

Science

In addition to participating in the development of the national science statement, Victoria was awarded the contract in 1992 to develop the national science profile. The science profile draws on the national science statement and describes in eight levels of achievement a developmental sequence that represents significant student achievement in science. Four of the five conceptual strands identified in the national statement are: life and living; natural and processed materials; energy and change; and Earth and beyond. The scientific process has been integrated as far as possible throughout all strands of the profile, with additional processes, such as scientific method, being detailed in the fifth strand: working scientifically.

To assist in the collection of exemplars of student work, assessment activities were developed and distributed to teachers across Australia. These teachers were then asked to use the assessment activities with their students, or to replace them with others that were thought to be more appropriate.

The science profile was completed according to schedule. It is intended that it will undergo redrafting in 1993 following the consultation, trialling and validation processes. After completion of the national statement and profile, course advice will be prepared to assist schools in the development of science curriculum that is consistent with the national statement. This will be particularly important in primary schools, where it is recognised that there is a need for science to be strengthened.

As noted previously, a major goal of the Education of Girls Program was the enhancement of the access, participation and success of girls in mathematics, science and technology subjects at all levels.

The DSE worked closely with the State Electricity Commission of Victoria (SECV), the Department of Energy and Minerals and the Department of Conservation and Natural Resources in the development of an *Energy Saving Kit for Schools*. This kit provides practical ideas to enable teachers and students to conduct energy audits of their schools and advises on ways in which energy can be saved. An extensive promotion of the kit was undertaken throughout metropolitan and country Victoria and production was commenced on a video to support the program.

Technology

Victoria contributed to the development of the technology profile, which was released in 1992, through the work of policy officers from the DSE and the Catholic Education Office.

The technology profile aims to provide an agreed framework to enable teachers to report on students' achievement in technology. Four conceptual strands have been identified for this: designing, making and appraising; information; materials; and systems.

Samples of student work were collected in two regions and workshops were conducted for teachers prior to work being undertaken in the classroom. The student work samples will be annotated in the light of the outcomes as listed in the profile and included in the final document.

A formal consultation is scheduled to be conducted on the profile early in 1993 followed by trialling and validation. The document will then be redrafted in time for completion by mid-1993.

Mathematics

The mathematics profiles initiative continued to be a major focus throughout 1992.

The *Mathematics Course Advice P–6* was distributed to schools to assist in the implementation of the aims and objectives contained in *A National Statement on Mathematics for Australian Schools*. The *Mathematics Course Advice Years 7–10* is expected to be completed in 1993.

Two structured professional development programs in mathematics—Exploring Mathematics in Classrooms (EMIC) and Continuing Mathematics—were conducted for teachers throughout the State.

The Maths Share Project, developed initially as the Maths Matter strategy, was published to encourage and facilitate parent participation in mathematical activities in the home using materials that are readily found in the home environment.

Studies of society and the environment

Consultation on the national statement on studies of society and the environment was conducted in Victoria in December 1992.

Involvement in additional projects supporting studies of society includes publication of an annotated register of visual resources and participation in the production of resources supporting citizenship education at the upper primary school level in conjunction with the Australian Electoral Commission.

A comprehensive strategy for community-wide environmental education was finalised towards the end of 1992 by the Victorian Environmental Education Council (VEEC). The main features of the strategy are presented in *Learning to Care for Our Environment: Victoria's Environmental Education Strategy*. This strategy encompasses principles, aims, actions and resources for developing environmental education in a way that all citizens are encouraged to feel a sense of personal involvement and responsibility. A computerised database has been initiated to facilitate communication and wide involvement in the strategy's further dissemination and implementation, which will be additionally supported by a publication program.

The Environmental Education Grants Program for 1992 funded some 56 projects in schools across all sectors.

Projects included designing and maintaining composting areas, revegetation of wet lands, plant propagation and the development of nature trails.

Publications issued by VEEC during 1992 included *Exemplary Projects for Environmental Education*, *Environmental Education Funding Guide* and *Education for Ecologically Sustainable Development: An Issues Paper*. The Environmental Education Grants Program stimulated the publication of a wide range of documents.

The arts

Consultation on the arts national statement was undertaken.

Resourcing remains an issue for the arts in several areas, including: the employment of specialist teachers, particularly instrumental and classroom music teachers; the provision of equipment for arts technology programs; and the availability of suitable facilities such as those required for the performing arts.

Currently, 80 per cent of participants in the arts in the post-compulsory years of education are girls. Attention is to be given to devising programs that will make the arts more attractive and challenging for boys in order to increasing their participation in and their contribution to the arts in the wider community.

Additional State activities have been focused on establishing and promoting the identity of the arts, particularly in relation to the VCE. This has included the following exhibitions of student work:

- an exhibition of VCE art folios during State Education Week,
- the annual Celebration of Young People and the Arts.

Personal development

Following the completion of a pilot project in the area of school–community cooperation, the DSE has commenced a three-year project to develop a strategic plan for drug education. This project will evaluate and review drug education as part of a comprehensive health education policy and develop professional training programs.

The Standing Strong Project provided training for consultants and teachers on the implementation of a program concerned with the issues of sexual abuse and family violence. All secondary schools received copies of the Standing Strong teachers manual and the student booklets.

Implementing the VCE

During 1992, all remaining VCE studies at year 12 were implemented (in the previous year, all studies at year 11 and English, mathematics and Australian studies at year 12 had been implemented). This was therefore the first year in which secondary schools were able to offer access to a comprehensive VCE.

In supporting the implementation of the VCE, regions extended and consolidated the networks of teachers across the State. These networks, which have been established in all major study areas, commonly met at least once a term to address such matters as teaching and learning strategies, verification procedures and course review.

Regional forums were held for principals as a major method of disseminating VCE information and addressing various issues including the implications for students with disabilities, Pathways and changes to mathematics. Regions were also active in producing a range of handbooks and newsletters providing information on current and emerging issues in VCE provision.

Professional development programs continued to be provided for teachers, with teachers in all sectors being released for up to two days each for further VCE course development programs and also the implementation of the VCE Administrative Software System (VASS). In 1992, a total of 12,013 teacher days was used in connection with the VCE.

Changes to the VCE made under the incoming Government included:

- an increase in the external assessment of English to 50 per cent;
- separate reporting of English as a second language;
- suspension of the second common assessment task in mathematics;
- removal of the restrictions of work requirements;
- acceptance of more comprehensive reporting to year 11 students.

Catholic sector

English

The Catholic Education Office, which had undertaken the initial development of the program Writing in the Subject Areas, participated with the DSE in the continuing development of literacy programs. Catholic Education Office staff were also seconded to the Commonwealth Literacy and Learning Program.

LOTE

The Catholic Education Office, which took as its focus in 1992 the consolidation and maintenance of language programs in primary and secondary schools, gave support to the introduction of Asian languages, particularly Japanese and Indonesian.

In Catholic primary schools, at least one LOTE was taught in 48.2 per cent of schools with 4.5 per cent teaching more than one language. Italian was the most popular language being offered by 198 schools to a total of 57,904 students, followed by French, Arabic and Vietnamese. In all, 14 languages were taught at the primary level.

At least one LOTE is taught in 92.9 per cent of Catholic secondary schools with 43.4 per cent of schools teaching more than one language. Again, Italian was by far the most popular, being offered by 78 schools to a total of 24,045 students. A total of eight languages was taught at the secondary level. The greatest increase occurred in Japanese, which was offered by 15 schools in 1992 compared with three schools in 1988. Students from Catholic schools account for approximately 20 per cent of the students enrolled in the Distance Education Centre.

Other initiatives, which were supported through a variety of funding sources, included the following:

- Four teachers attended the six-week intensive summer school at Gadja Mada University in Indonesia.
- Two teachers were supported by the Japan Foundation to attend intensive language courses in Tokyo during January.
- An intensive summer school involving 18 participants was organised with the University of Melbourne, concentrating on cultural studies to support Asian language studies.
- Professional development programs were offered in the areas of VCE, promoting LOTE, Asian languages and studies.
- The Japanese Teachers Network offered three professional development activities for primary and secondary teachers specifically related to the language and culture of Japan.

Personal development

The Catholic Education Office developed a special edition of *Curriculum Exchange* on 'Towards a Framework for Christian Education for Personal Development'. This focused on the elements that Curriculum Frameworks lists under the heading of 'social interactions', namely, recognising and responding to different behaviours in other cultures; valuing self and others; responsibilities, rights and obligations in relationships; equality of opportunity, power and status; family and sexual relationships; and leadership roles, styles and functions.

Independent schools

LOTE

LOTE is mandatory in many independent schools for at least three years during the period from preschool to year 9. In 1992, a range of languages was offered including Yiddish, Sanskrit, Russian, Gupapuynu and Arabic as well as the more frequently taught European and Asian languages. Instruction was also available in Auslan. Immersion programs were often supplemented by excursions to countries where the language was spoken (e.g. New Caledonia for French) or language nights, clubs, functions and competitions. Several schools developed active exchange programs with overseas schools and encouraged correspondence with students at those schools.

Schools that introduced language studies in the middle years of schooling used interest-raising introductory modules which included brief units on cooking, geography and culture as well as basic phrases in the other languages. Many schools aimed at developing students with the bilingual skill of thinking and expressing themselves in either language. LOTE teachers in several schools developed common teaching and assessment practices across the languages being offered. Local and community resources often provided realism and a personal touch to language instruction.

Students for whom English was a second language were encouraged to tutor students of their language in exchange for assistance in other subject areas. ESL students were also encouraged to exercise 'language ownership' over their native tongue and to enrol in advanced tuition in their native language whenever practical. Students in independent schools also drew on the language programs offered through the Distance Education Centre of the DSE.

In 1992, the Association of Independent Schools of Victoria (AISV), through the Priority Language Incentive element of the Schools Language and Literacy Policy, supported the following activities for LOTE:

- professional development for teachers;
- seminars on LOTE methodology and curriculum;
- consultancy services;
- school-based LOTE projects in small independent and rural schools;
- schools commencing a LOTE for the first time;
- development of curriculum materials for VCE Chinese and German, primary Japanese and German, and a publication on curriculum integration and languages.

Science

Most independent schools followed the VCE curriculum. Excursions to mines, planetaria, nature reserves, Questacon Science Circus, Scienceworks and the John Gardiner Centre provided motivation and interest. Hands-on projects such as modelling, building, mechanical assembly or agriculture enabled students to actively explore scientific concepts and to apply problem-solving techniques as a part of the learning process. Scientists-in-residence provided students with a deeper exposure to specific areas of expertise. Health units included studies of native food plants and exploration of the role that interpersonal relationships had in promoting individual well being. Science was often integrated with health, technology and environmental studies at primary year levels.

There continued to be an increase in student participation in specialised science subjects at senior secondary levels. At the junior levels, an emphasis on problem solving to build on the development of observation and analytical skills was evident.

Although science was a core subject, many schools decreased class sizes to encourage participation by females and special student groups (e.g. NESB students, overseas fee-paying students and students who were temporarily resident in Australia). Assignments, teaching techniques and assessment methods were adapted to maximise opportunities for students with learning difficulties. The computer program LEGO was often employed to assist students who required a remedial science program.

Several schools pursued a policy designed to increase girls' participation in science studies. This often involved care in the selection of learning materials and a gender balance in the employment of science teachers to ensure that role models in science included women. Adoption of the VCE curriculum considerably increased female participation in chemistry and physics. Gifted students were encouraged to undertake open-ended research projects, to participate in activities such as the CSIRO's Double Helix Club and to enter science competitions.

Technology

Familiarity with technology was recognised as an essential component of modern education by most schools. Many schools introduced the study of technology in its sociological setting, i.e. from rudimentary tools to modern technologies. Quite a number of schools encouraged students to 'tinker' with appliances and equipment in order to find out how machines work and to remove their mystery. These schools purchased second-hand office equipment and motor vehicles to encourage students' exploration of mechanical technologies. Manual arts and keyboarding courses were often offered during years 6 to 8. Some schools also introduced alternative technologies and energy sources in cross-curricular science studies. A few schools were heavily computer oriented and sought to fully integrate computers into all areas of the curriculum including providing each student with computer access on an around-the-clock basis. Timetabling of facilities was used by schools with limited resources to ensure that all students were provided with equal opportunities for access to computers.

Gender equity was promoted, ensuring that some female teachers also had responsibility for aspects of the computer curriculum. Special software packages were used to challenge gifted students and to coach students with learning difficulties. Several schools found that computers could aid in the integration of disadvantaged students and NESB students within the mainstream classroom. Gifted students often assisted as tutors, established computer clubs or communicated with peers overseas. Specific note-taking systems were introduced for students with hearing or visual impairments. Keyboarding and library research skills were integral to instruction aimed at the full integration of NESB students.

A number of independent schools developed improved technology facilities with the assistance of Commonwealth funding under the Capital Grants Program. Further development of model facilities and centres of excellence is expected to continue with assistance of funding under the Quality, Competencies and Technological Support Program.

Studies of society and the environment

Independent schools with senior secondary grades adhered closely to the VCE syllabus. Social studies, health, natural sciences and personal development were integrated into a single topic of study in the upper levels of many primary schools. Schools organised activities and excursions to introduce students to parliamentary procedures, election processes and economics. Students were encouraged to explore the social consequences of lifestyle and environmental choices. Group discussions exposed students to perspectives of other cultures and social groups. Analytical abilities were developed through analysis of the environmental and cultural consequences of decisions regarding tourism, land use and energy sources.

Excursions to inner-city areas, water-purification plants, science exhibits, industry and specific ecosystems fostered a first-hand appreciation of the problems, issues and achievements resulting from certain choices and processes. Primary students were frequently involved in 'learning by doing' through tree planting, 'environmental watch' and role-play studies. Many schools provided extra resources for students from non-English speaking backgrounds and gifted students. Rural students were actively encouraged to visit Melbourne or Canberra. Students with a practical orientation appreciated the experimental approach of excursions, role modelling and field studies.

Personal development

Protective behaviours programs were introduced by many schools for students including safety awareness, basic self-defence and assertiveness training.

Teaching and learning

Government sector

Quality of teaching

During 1992, Victoria continued its role in the work of the National Project on the Quality of Teaching and Learning. Activity focused on three major issues:

- the development of options for a nationally consistent framework for improving the quality of teachers' work and professional standards, in the context of the introduction of Mutual Recognition legislation in all jurisdictions;
- the identification of an initial set of competency standards for new entrants to the teaching profession which are to be trialled and validated during 1993;
- the piloting of work organisation reform at the school level through the National Schools Project which involved nine project schools/clusters in Victoria.

This work in the national arena has paved the way for Victoria to establish a professionally constituted Standards Council of the Teaching Profession during 1993 to advise the Director of School Education on the public criteria for the recruitment, appraisal and promotion of teachers.

Professional development and training of the members of the teaching profession has remained a high priority. The professional development program has increasingly been targeted at principals and appropriate teams of teachers in schools to ensure that there is maximum impact from resources expended. In addition, the DSE is seeking to ensure that professional development is not provided at the expense of classroom teaching for students, with the result that a greater proportion of the program is being provided outside of normal school hours. During 1992, evaluations were conducted on four priority professional development programs and these evaluations will be written up during 1993.

The implementation of the selection processes for Advanced Skills Teachers 1, 2 and 3 has been the subject of evaluation and review, while the new Government's Schools of the Future Program will necessitate further refinements and improvements. In addition, the DSE has initiated the development of proposals for consideration during 1993 on the career structure (and related selection procedures) appropriate to a system of self-managing schools. A similar activity occurred in the Catholic sector with respect to Advanced Skills Teachers, their selection and conditions of employment.

Initial work was undertaken on a framework for teacher appraisal and development and this will be reviewed and further developed during 1993 to conform with the introduction of Schools of the Future.

In the government sector, the Statewide Principals Forum, established in 1990 to provide a framework for consultation with principals across the State, continued to meet through 1992. A major activity undertaken by the Forum in 1992 was the development of an issues paper entitled *School Development Planning*, which was presented to the Director for consideration.

Under the Commonwealth's Award Restructuring Assistance Program (ARAP), Victorian education authorities have received $54 million since 1990. Of this amount, the government sector received $28.5 million while the non-government sector received $25.5 million.

Equal opportunity

The *Public Authorities (Equal Employment Opportunity) Act 1990* required the DSE to provide an equitable workplace for women as well as for other groups including Koories and people with disabilities.

In 1992, new three-year Action Plans for Women were launched for both the Teaching Service and the Public Service with the objective of maximising women's potential and effectiveness throughout the DSE. A range of professional and career development programs was conducted for specific target groups among women employees. Included among these was a pilot study for the Eleanor Davis Memorial Project, an on-the-job leadership program for women teachers.

Employment equity strategies have also been developed for Koories in the Teaching Service and the Public Service and for people with disabilities in the Public Service. Through an agreement with the Victorian Aboriginal Education Association Incorporated (VAEAI) to sponsor 28 Koorie interns over the 1991–93 triennium, a further eight Koorie students commenced the secondary teacher training course at Deakin University. The objective of this agreement is to provide a teaching career path for Koorie educators.

Work-based child-care

Following its approval in 1991, a pilot public sector work-based child-care centre was established in 1992 as part of a major upgrade of the Hobson Bay Secondary College, an inner urban school. The centre was a joint venture between the DSE and the Office of Preschool and Child Care. While intended primarily as a service for teachers, the centre may provide child-care for women returning to school.

Developments associated with teachers and teaching

The DSE's personnel/payroll system was enhanced to support the local selection of principals and Advanced Skills Teachers (ASTs). A main feature of the enhancement was the computerised facility that matches applicants' position preferences against selection panel recommendations.

Another significant development was the improvement of computerised service history details for teachers. This enabled on-line inquiries for the calculation of long service leave (LSL) and pay-in-lieu of LSL entitlements, determine eligibility for AST appointment and assist in the calculation of payments to teachers who accepted voluntary separation packages late in 1992.

The enhancement of the personnel/payroll system supported the provisions of the Teacher Award Restructure. Agreement was reached with the relevant industrial bodies, and preliminary computer program changes undertaken, to enable the successful translation of Teaching Service personnel (not including ASTs or principals) to a new 12-point salary scale.

A further benefit of the system is that any future award restructure changes can be delivered without delay and without the need for extensive clerical resources.

Catholic sector

Quality of teaching

In the Catholic sector, the Tripartite Committee promoted school development plans and has received reports on this activity from over 200 schools. These reports indicated that the vast majority of schools had taken some action in the setting up of school development committees. In most cases these school development plans were closely associated with the process of cooperative school review, participative decision making, induction of beginning teachers, peer support, skill review and parent–community involvement.

Developments associated with teachers and teaching

A most important development in 1992 was the increasing focus by the Catholic Education Office on networks of teachers.

The teacher-librarian network, established earlier, continued to prosper during 1992. For primary schools, networking was advanced by zone educational services coordinators, curriculum advisers, seconded teachers and personnel in both special education and special Commonwealth programs. For secondary schools, meetings of principals, deputy principals, religious education coordinators, curriculum coordinators and work education coordinators were accepted as a crucial means of furthering common concerns and promoting constructive action.

These initiatives have been integrated with both school-based and centrally based professional development activities from the Catholic Education Office. A wide range of centrally based activities included:

- the development of coordination skills for teaching roles in schools such as year level and faculty coordinators;
- teaching and learning activities in effective classroom and curriculum management, integration in secondary schools, and Essential Learning: Writing in the subject areas;
- language learning activities such as introducing Asian languages/perspectives into the curriculum, working with texts and ESL students, and the senior secondary ESL student;
- contemporary curriculum issues including Aboriginal perspectives across the curriculum, the national curriculum, media concerns, middle-eastern cultures in the Catholic school curriculum and Caring for the Earth: Theological and Spiritual Perspectives;
- community participation activities, which included Students in Participation, an induction program for new members of boards and the role of school board chairperson.

Independent schools

Developments associated with teaching

A concerted effort was made by the vast majority of schools to ensure that their curricula offered up-to-date instruction and that students had access to a reasonable amount of modern technology. In addition to computers (including peripherals), science labs, photocopiers and audiovisual aids, many schools were using theatre, drama, sound equipment, video, satellite facilities, craft tools and electronic keyboards. Teachers were focusing on the various applications of personal computers in the classroom. Videos were made by both teachers and children to share and record experiences. Computer technology was used to enrich the educational process in studies of language, art, science, literature and music.

Teachers and administrators used computers to facilitate the gathering and sharing of information. Teachers produced written teaching resources, lesson plans, activities schedules, and communications to parents. Many independent schools maintained all financial, budgetary, library and student records on computers. Some schools developed promotional and communications materials using desktop publishing packages.

Many independent schools found that sharing technological resources with community and/or other educational institutions had reduced costs and expanded horizons. Many schools joined regional networks which provided for shared periodical and reference resources and established modem links with tertiary, community or regional libraries. In-service training costs had also been shared among networked schools.

Several schools also encouraged teachers to explore cultural and gender issues through attendance at lectures and workshops.

Resourcing schools

Government sector

Recurrent and capital expenditure

The 1992 calendar year falls across 1991–92 and 1992–93 financial years, for which the actual and estimated expenditures respectively are set out in Table 3. The table includes funds for government and non-government schools and outlines recurrent and works and services funding by the broad categories for which it is used. The bulk of recurrent expenditure on schools is for salaries.

Expenditure trends

In the 1992–93 financial year, a savings package totalling $102 million was imposed on school education. As well, an amount of $63 million was foregone on the works and services appropriation, largely through the postponement of various capital works projects.

Expenditure on schools, including non-government schools, constitutes around 85 per cent of all recurrent spending on education by the State of Victoria, a proportion which has remained relatively stable over the 1991–92 and 1992–93 financial years. The relative proportions of recurrent expenditure within the Victorian education appropriation are shown in Figure 1.

Included in the government school expenditure is Commonwealth Government General Recurrent funding of $180,517,314. This represents an increase of $9,595,944 or 5.6 per cent over the 1991 entitlement.

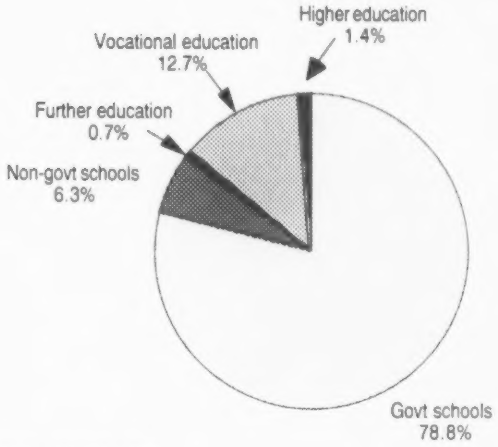
At July 1992, there were 46,447 school staff FTE in government schools, which represented an increase of 1.6 per cent over 1991. The number of non-school staff FTE for 1992 was 1,593 persons, a decrease of 3.9 per cent. Although the total school and non-school staff in the government sector showed a slight increase for 1992 (1.5 per cent), initiatives taken by the incoming

Table 3. School education expenditure and appropriations, 1991–92 and 1992–93

	1991–92 Actual ($000)	*1992–93 Estimate ($000)*
Recurrent		
Salaries	1,953,501	1,876,225
Salary associated costs	213,420	206,395
Operating expenses	26,855	26,399
Other		
Grants to schools	145,870	175,575
Student transport/travel/concession	28,199	29,634
Allowances (maintenance)	24,004	27,010
Non-government school grants	183,843	187,500
Administrative rentals	10,204	15,032
VCAB	14,606	16,580
Other	7,337	8,068
Total recurrent	*2,607,840*	*2,568,418*
Works and services		
Reorganisation projects	14,070	12,817
Maintenance	55,024	35,004
School construction	72,448	62,438
School accommodation	24,638	15,788
Site purchases	9,444	6,205
Other	35,740	29,298
Total works and services	*211,363*	*161,550*
Total DSE appropriations	**2,819,204**	**2,729,968**

Source: Budget Papers 3 and *5, 1992–93* and *The Consolidated Fund 1992–93*

Figure 1. Relative proportions of recurrent expenditure within the Victorian education appropriation



Source: Victorian DSE

Government were anticipated to achieve a saving of 4 per cent in salaries over the 1992–93 financial year.

During 1992, the DSE opened nine new primary schools, three new secondary colleges and the second stage of an existing secondary college. Major works under construction during 1992, but on line for completion and opening in 1993, included four new primary schools, the first stage of a new secondary college and the second or subsequent stages of another six secondary colleges. In addition, four special developmental schools were constructed and occupied during 1992.

During 1992, the Victorian Government received $50,847,000 from the Commonwealth for capital works in government schools. These funds were used to assist in providing new schools and in the upgrade and maintenance of existing schools.

Similarly, in 1992, Catholic schools in Victoria received $22,557,283 for capital works. These funds, consisting of $16,328,533 under the General element of the Capital Grants Program, $3,499,750 under the One Nation component of the General element, and $2,729,000 under the Secondary Support element, together with local contributions from the recipients of the grants, were used to finance major refurbishment and expansion programs in 61 (35 primary and 26 secondary) schools. Of these funds, 17.76 per cent provided for new places to cater for increased enrolments in schools located in high population growth areas.

Independent schools in Victoria received $6,528,139 for capital works. These funds were used to support 33 projects (with a total cost of more than $13 million) involving refurbishment of existing facilities, construction of new facilities or provision of furniture and equipment; one project related to the provision of a new school. The projects that were supported by the Commonwealth Capital Grants Program formed only a minor part of the capital developments undertaken by independent schools during the year, with these other developments being funded from private sources. Schools in receipt of Commonwealth Capital Grants serve communities deemed to have financial and educational need.

While parents make significant voluntary contributions to the non-salary operating expenses of government schools, there are few sources of funding other than State appropriations. Interest is developing in sponsorship agreements with commercial enterprises and the offering of places to overseas full-fee paying students is still under consideration. Catholic and independent schools receive funding from the State Government and the Commonwealth Government, and charge tuition fees. Independent schools are also investigating sponsorship arrangements and some have been active in enrolling overseas students. The funding of Catholic and independent schools in 1992 is covered in detail in the statistical annex to this report.

Priorities for 1993

Government sector

Through the DSE, the Government will provide students (P–12) with access to a system of schooling which ensures:

- high-quality teaching and learning programs in general education (general academic and vocational subjects) to international standards;
- safe, appropriate teaching and learning environments for both students and staff.

Accordingly, priorities for the government school sector in 1993 include the following.

Schools of the Future Program

A vital element of the Schools of the Future Program is the introduction of self-management within a broad, supportive framework. Self-management represents an evolutionary step for Victorian government schools which, over the past twenty years, have been accepting increasing responsibility for managing their own affairs. Under the Schools of the Future Program, schools will control their own human, physical and financial resources. They will be given greatly enhanced capacity to target, plan, and use resources in innovative ways to improve the quality of education provided to their students. Through the establishment of a school charter, parents and the broader community will be able to register their expectations of the school and evaluate the school's performance against these expectations.

Self-management for government schools will require the provision of funding and other resources on the basis of an appropriate formula. Having a more predictable funding base will give schools greater flexibility for allocating resources where they are most needed.

The Office of Schools Review will be responsible for the coordination and management of the accountability processes in the DSE. School reviews will allow for the systematic evaluation of a school's performance against accepted goals, including any requirements imposed through the DSE, and will provide the basis for local school planning.

Board of Studies

A Board of Studies is to be established to provide a rigorous curriculum framework for all school education from preparatory year to year 12. The Board will meet the Government commitment to provide all students with access to a broad and worthwhile curriculum, taking into account the diversity of student needs and recognising the principle that students should be enabled to develop their abilities to their full potential.

Below years 11 and 12 schools will be responsible for the design of the greater part of their curriculum, within the accreditation framework established by the Board. If schools wish to develop programs that lie outside this broad framework, these may be submitted to the Board of Studies for accreditation.

Primary education

A pilot project will focus on the educational needs of children during their early childhood years. The project will explore the continuity between preschool services and primary education. Pilot schools (from the government and non-government sectors) will ungrade the first three years of schooling and will be expected to develop transition programs for all students commencing school.

Working parties

In order to gain the most recent information and form policy positions on key educational issues, various working parties have been established to provide findings and recommendations on educational issues, including:

- opportunities for gifted and talented students;
- opportunities for girls in education;
- non-government school funding arrangements;
- student transport and bussing;
- use of technology as an educational and communications facility in schools;
- interest subsidy arrangements;
- implementation of the recommendations of a review of integration provision (Cullen–Brown Review).

Quality Provision Taskforce

The report of the Quality Provision Taskforce will establish a set of proposals that will enable students to have access to educational opportunities of the highest quality. The rationale for the consolidation of government schools includes the need for breadth and depth of curriculum choices for all students, the impact of demographic changes and the high and unsustainable cost of maintaining the present school system. The major results expected of the work of the task force are: a greater clarity as to what constitutes a quality learning environment and how it can be achieved; enhanced richness and diversity in curriculum provision; significantly improved school buildings through the upgrading and maintenance of facilities; and processes to ensure a quality education is sustainable, despite changing circumstances.

Standards Council and Merit Protection boards

A Standards Council for the Teaching Profession will be established to advise the Director and the Minister on minimum entry standards into the profession and on evaluation of teacher training courses. It will also be responsible for providing guidance on issues such as recruitment, selection, appraisal, promotion and professional development. Merit Protection boards will be established to ensure that issues of merit and equity are maintained within the teaching service and to hear appeals and reviews arising from employment-based decisions.

QUEENSLAND

Department of Education statement of purpose for 1992

During 1992, the statement of purpose of the Queensland Department of Education was expressed in its Development Plan 1992–96:

> We in the Department of Education work in partnership with students, parents and the wider community to ensure that students in Queensland receive a high-quality education appropriate to their individual needs and to the needs of society.
>
> We aim to help students develop as independent and knowledgeable people who are morally and socially responsible, employable, capable of self-fulfilment and capable of contributing to society.

Excellence and equity

Details of the number of schools in Queensland are provided in Table 1.

Table 1. Schools by sector, level and location, Queensland, 1988–92

	Urban	*Rural*	*Total*
Government			
Primary	405	604	1,009
Secondary	112	62	174
Combined	2	68	70
Special schools	60	5	65
Total	**579**	**739**	**1,318**
Non-government			
Primary	165	75	240
Secondary	67	17	84
Combined	61	16	77
Special schools	4	1	5
Total	**297**	**109**	**406**
All schools			
Primary	570	679	1,249
Secondary	179	79	258
Combined	63	84	147
Special schools	65	6	71
Total	**876**	**848**	**1,725**

Note: Excludes six Centres for Continuing Secondary Education (CCSEs). The terms 'urban' and 'rural' are based on the Australian Bureau of Statistics definitions, with the exception that 'urban' refers to urban centres of 10,001 and above and 'rural' has an upper threshold of 10,000 persons.

Source: Queensland Department of Education

Retention rates

Overall, apparent retention rates from year 8 to year 11 for all Queensland schools have dropped slightly to 89.2 per cent in 1992. However, apparent retention rates from year 8 to year 12 continued to rise to 85 per cent. The year 11 and year 12 retention rates for 1991 were 89.5 per cent and 79.6 per cent respectively.

Year 12 retention rate differences among various segments of the Queensland student population are exemplified in Figures 1 and 2.

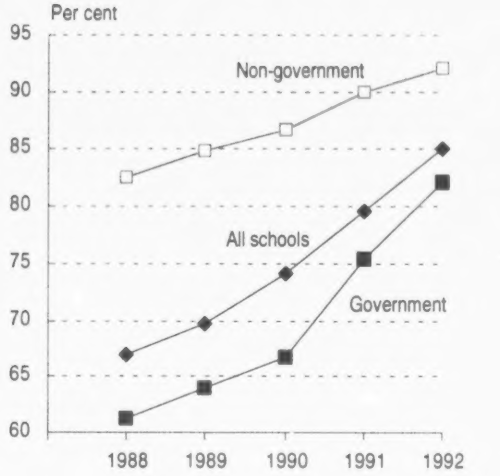
Accountability

The department continued to place heavy emphasis on accountability and system improvement.

Major review and evaluation activity was associated with the conduct of collaborative school reviews, reviews of departmental priorities and programs, reviews of school support centres and various investigations.

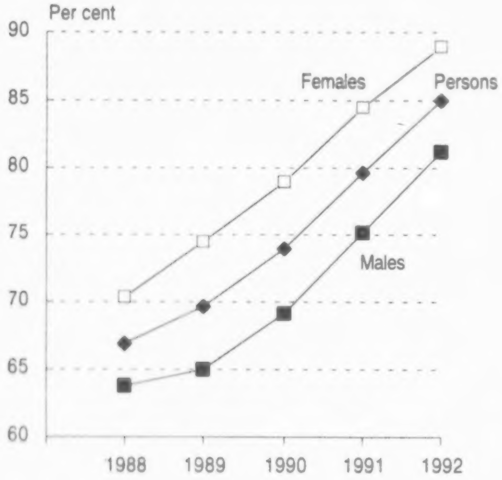
During the year, 314 collaborative school reviews, 11 reviews of school support centres and 326 compliance and operational audits of various organisational units, primarily schools, were undertaken.

Figure 1. Apparent retention rates to year 12, by sector, Queensland, 1988–92



Source: ABS, *Schools, Australia*, 1988, 1989, 1990, 1991 and 1992

Figure 2. Apparent retention rates to year 12, by gender, Queensland, 1988–92



Source: ABS, *Schools, Australia*, 1988, 1989, 1990, 1991 and 1992

Reviews were conducted of various departmental priorities and related areas, including: *Human Relationships Education in Queensland Government Schools 1989–1992*; *Literacy and Numeracy Initiatives 1991–1992*; *Community (Parent) Participative Decision-making in Schools*; *Discipline*; *Regional and School Staffing Policies and Practices*; and *The Languages and Culture Unit, Implementation and Outcomes of LOTE Programs in Primary Schools, Funding of the LOTE Program, The LOTE Program Summary Report.*

Reviews conducted at the regional level included: *Assistance for Teaching Principals* (Peninsula Region); *Collaborative School Review Processes* (Sunshine Coast Region); *Instrumental Music Program* (Darling Downs Region); *Program for Beginning Teachers* (Peninsula Region); *Behaviour Management* (Northern Region); *Regional Forums, Community Participation* (Peninsula Region); and *Secondary Education in Rural Settings* (South Western Region).

Social justice

The Social Justice Sub-program supported the goals of schools by providing leadership and services in the development of policies and curriculum for socially just educational outcomes.

Policy guidelines, resources and other support were developed collaboratively to foster equal access and participation by the groups of students who are least advantaged by schooling. These 'target groups' include girls, students from low socioeconomic backgrounds, Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and diverse cultures, students with disabilities, students in rural or isolated areas, gifted students and those 'at risk' because of high mobility, homelessness, abuse or other social factors. The Social Justice Sub-program supported processes and practices to improve the educational outcomes of students in terms of their social and academic achievements and their post-school opportunities.

A policy, Schools and Discipline: Managing Behaviour in a Supportive School Environment, was developed partly in response to a Cabinet decision in May 1992 to abolish corporal punishment in all government schools by the end of 1994.

The policy outlined a broad approach to the management of behaviour within a supportive school environment which is safe, non-violent, and participative and where students and their families are valued and encouraged and mutual respect is modelled and taught. It was designed to encourage schools to address the broader issues of curriculum, interpersonal relationships and organisation and, in particular, to respond to the needs and circumstances of the full range of students to prevent unacceptable behaviours from occurring.

Emphasis was placed on the development and application of a standard for inclusive curriculum to be used as one strategy to create a curriculum which reflects diversity, challenges inequality, promotes equal participation and benefits all groups of students.

Gender equity

A five-year action plan providing direction for the education of girls was prepared and a Gender Equity in Education policy statement was developed and launched.

The Gender Equity Unit worked collaboratively with regional senior teams, the Gender Equity Officers' Network (GEON) and other stakeholders in the development of a draft implementation plan for the Gender Equity in Education Policy.

The Gender Equity Unit also worked with the Equity Directorate in the development of the Departmental Sexual Harassment Policy and guidelines designed to cover all employees and students.

The Gender Equity Unit supported regional projects throughout the State. These focused on curriculum reform. Schools were involved in projects in the areas of mathematics, science, and world of work education from preschool to year 12; as well as sport, physical activities and technology education.

The unit successfully tendered for and managed, in partnership with the Department of School Education (NSW), the Commonwealth Gender Equity in Curriculum Reform projects which focus on Construction of Gender P–3 and Gender Equity Issues in the Arts. Teachers and schools have contributed significantly to project outcomes and outputs. Project reports and other outputs are to be made available through the Department of Employment, Education and Training.

Awareness of the educational needs of girls was also raised by the development and distribution of *Razz* magazine to all year 8 students and through theatre-in-education projects, which encouraged cooperation between schools and the community in exploring through drama the issue of sexual harassment.

Aboriginal and Torres Strait Islander education

Aboriginal and Torres Strait Islander education was boosted by the launch and distribution of an early childhood education policy early in 1992. Another initiative was the release of a promotional package including a video, posters and brochures to encourage Aboriginal and Torres Strait Islander parents to enrol their children in State preschool centres.

Priority was given to the professional development of teaching and non-teaching staff in the areas of Aboriginal and Torres Strait Islander histories, cultures, lifestyles and appropriate classroom strategies. This emphasis was aimed at supporting an increase in the retention rate of Aboriginal and Torres Strait Islander students, which was approximately 60 per cent of that for non-Aboriginal students. The Remote Area Teacher Education Program (RATEP) was expanded to include centres at Badu, Yorke and Boigu Islands, Hopevale and Bamaga.

A statewide colloquium, convened in Rockhampton in November, marked the first stage towards the development of a policy statement on the teaching of Aboriginal/Torres Strait Islander languages in Queensland schools.

The Aboriginal and Islander Tertiary Aspirations Program (AITAP) was expanded and by December 1992 operated in 68 schools throughout Queensland. This program was established to provide support to Aboriginal/Torres Strait Islander students aiming towards tertiary entrance.

Education of students from socioeconomically disadvantaged backgrounds

The Commonwealth Government's Disadvantaged Schools Program operates in Queensland as the Special Program Schools Scheme (SPSS). The distribution of SPSS schools is shown in Table 2. This scheme aims to improve educational access and outcomes for students in communities with the greatest degree of socioeconomic disadvantage. It strives to consult extensively with school communities and to explore the emergent needs of students in low socioeconomic circumstances. A priority for the program is, and has been, to increase parent and community participation in educational decision making.

Table 2. Special Program Schools Scheme, 1992

Region	*SPSS Schools*	*SPSS Students*
Metropolitan East	7	983
Metropolitan West	34	8,028
Darling Downs	15	1,451
Capricornia	42	3,706
Northern	29	4,188
Wide Bay	51	7,235
North Western	12	743
South Western	13	1,132
Peninsula	77	10,746
Sunshine Coast	13	5,314
South Coast	18	8,989
Total	311	52,515

Source: Queensland Department of Education

School-based curriculum programs were supported in order to cater more comprehensively for students from low socioeconomic backgrounds. Curriculum programs continued to provide the economic, political, organisational and technological knowledge that students need in order to function effectively in society.

Literacy and numeracy projects were developed, as were professional development and in-service programs for parents and teachers. Effective parent and community participation programs enhanced student learning. A statewide newsletter was developed and the effectiveness of home and school community workers was reviewed.

Distance and rural education

Schools of Distance Education located in Brisbane, Cairns, Charleville, Charters Towers, Longreach and Mt Isa provided a service for 7,305 students from preschool to year 12.

Table 3 gives an indication of the difficulties which some rural families faced in arranging education for their children.

During the year, achievements of the Schools of Distance Education included:

- increased computer access for students;
- investigation of communication technologies to improve the delivery of education;
- improved facilities in the Brisbane school;
- ongoing in-reach/out-reach activities and field services to provide educational support for students and home tutors;
- training programs for incoming teachers in radio work and field services to enhance delivery of service;
- delivery of LOTE programs in line with departmental priorities;
- introduction of primary Language Across the Curriculum in years 1, 4 and 5;
- continuing development of extra-curricular 'on air' activities, such as Toastmasters of the Air, Red Cross of the Air, gifted and talented programs, hobby clubs and home tutor support;
- development of links with mainstream schools and the community to widen knowledge and promote awareness of distance education;
- a high profile in regional activities such as Tournament of Minds, sports, eisteddfods and literary competitions.

The Country Areas Program

The Country Areas Program, known in Queensland as the Priority Country Area Program (PCAP), is funded by the Commonwealth Government. It is administered jointly by the Queensland Department of Education and the Queensland Catholic Education Commission.

Table 3. Distance, time and inaccessibility of families(a) from schools of distance education(b)

Distance	*Percentage of families*	*Travelling time*	*Percentage of families*	*Length of inaccessibility*	*Percentage of families*
Less than 10 km	1.0	Less than 1 hour	0.3	Always accessible	3.8
10–50 km	0.5	1–2 hours	4.6	Less than 1 month	41.9
50–100 km	3.8	2–4 hours	45.0	1–2 months	30.7
100–200 km	19.5	4–6 hours	29.9	2–3 months	15.2
200–400 km	44.8	6–8 hours	8.2	3–4 months	2.4
400–600 km	18.6	8–10 hours	3.8	4–5 months	1.6
600–800 km	4.7	Over 10 hours	4.2	More than 5 months	0.3
More than 800 km	3.5	Fly only	0.4	Accessible only by plane	0.4
Travelling families	2.4	Travelling families	2.4	Travelling families	2.4
Overseas families	1.3	Overseas families	1.3	Overseas families	1.3

(a) There is a total of 1,004 rural families. (b) Does not include students enrolled in Brisbane School of Distance Education.

Source: Queensland Department of Education

During 1992, it reached 5.4 per cent of primary and secondary rural students and their communities across 90 per cent of the State. Typically, whole school communities were involved in the operation of the program.

Four PCAP areas (North West, South West, Northern, and Central) initiated projects to support the needs of geographically isolated students. The network of Local Area Committees assisted in identifying and responding to needs in rural areas.

Examples of projects included: visual artists working in rural schools and communities; the establishment of a self-supporting instrumental music program; and the CD-ROM mobile research project, which provided support through technology.

The total number of schools supported in prescribed PCAP areas was 269.

Education of gifted and talented students

Gifted and talented education in Queensland involved advocacy and provision for the needs of highly able students through regional, statewide and local educational networks. A departmental advisory committee oversaw State and regional activity and included community and parent representatives. The statewide network on gifted and talented education continued to strengthen and included school cluster-group activities, contact persons in most schools, regional support structures and central office policy development.

In-school and out-of-hours activities such as camps and mentor programs were provided for students, and in-service training supported teachers.

The department supported the regional, State and national finals of the popular annual Tournament of Minds competition.

Students at Risk Program

A total of 36 government schools received Commonwealth funding under the Students at Risk (STAR) Program, which assisted in the retention of students most at risk of not completing their secondary schooling. Alternative learning programs, motivational workshops and programs to build students' self-esteem were among STAR strategies for encouraging learning. In-service training programs were held for teachers during the year and programs to build better relationships between school and the home were established. Aboriginal and Torres Strait Islander counsellors also liaised with parents, students and schools to maximise the educational opportunities of learners from that particular group.

Cultural Equity Projects

During 1992 there were five Cultural Equity Projects of State Significance across Queensland. These included:

- Non-English Speaking Background (NESB) Parent Participation Project (Peninsula Region)—The Peninsula Region Cultural Equity Adviser worked particularly in the Innisfail–Cairns areas with the community and teachers on the issues facing NESB parents in their partnerships with schools. They developed a package to inform schools, teachers and parents of strategies which enhance shared communication and decision making.
- Culturally Inclusive Social Education (years 4–10) Project (Northern Region)—This project involved a wide range of schools and teachers in the development of cultural studies resource materials and strategies for their use. An important outcome was the creation of a network of people collaboratively involved in classrooms.
- Combating Racism in Schools Project (Capricornia Region)—Teachers from a wide range of schools developed a resource package of innovative strategies for combating racism and prejudice in teaching practices, curriculum and resources.
- P–3 Multicultural Learnings Project (Sunshine Coast Region)—This project mapped the cultural learnings in the P–3 curriculum and developed and documented innovative strategies for cultural learnings.
- Senior Schooling Project (Metropolitan East Region)—A handbook was drafted and a support network established for schools to enhance NESB student participation in senior schooling.

Special education

The Special Education Sub-program catered for more than 13,500 students with disabilities as well as those with learning and behavioural difficulties. To provide services for students, parents and staff whose needs could not be met locally, the Low Incidence Support Centre was established in Brisbane to complement other school support centres around the State. In the first term of operation, the centre responded to 350 requests for assistance in dealing with students with physical, sensory and intellectual disabilities and those with learning difficulties. Students with hearing impairment were also supported with resources provided from an Auditory Learning Clinic established at Annerley in Brisbane.

The indexing of audiotapes by voice and tone was investigated with a view to assisting students with special needs.

Special equipment, resources and professional materials were developed and have been provided to students with low incidence disabilities, as well as to professionals working in special education. The course Working Together: Supporting Students Experiencing Difficulties in Learning Literacy was developed and presented to students.

The Advisory Council for Special Education Needs (MACSEN) was re-established during the year and prepared a number of reports for school communities: *Enabling Integration: Supporting Students*; *Supporting Schools*; *Expectations of Schools: Changing Schooling for Low Achievers*; *Living and Learning*; and *Education Needs and Provisions for Students with Adjustment Difficulties*.

Developmental and primary guidance

Guidance officers in Developmental and Primary Guidance provided specialised psycho-educational support to students, parents and school staff at primary schools and special schools throughout the State. These activities included direct services such as educational consultation, counselling, psycho-educational assessment and classroom intervention.

A special service was offered to parents with children with moderate to severe behavioural difficulties. Through programs such as the Management of Young Children Program (MYCP) and Parents as Tutors of Children (PATCH), parents were tutored in the use of specific skills to assist them in enhancing their children's learning.

Within the Health and Personal Development Unit, support was provided to developmental and primary guidance officers through:

- a report of the Working Party on the Use of Psychological Tests by Guidance Officers;
- the development of project teams so that field-based guidance officers were able to have significant input into the implementation of the recommendations of the working party;
- the negotiation with test suppliers for cooperative procedures to trial new psycho-educational tests;
- the establishment of regular teleconferences with senior guidance officers and special needs advisers so that school-based policy needs could be identified and progress on the development and/or implementation of current policy initiatives could be reported.

General and vocational education

Senior secondary schooling

In September 1992, the Statewide Studies Management Forum endorsed the rewriting of the Senior Schooling Curriculum Framework (SSCF) in the light of recent national initiatives. These included such innovations as proposed by the Finn Committee, the Mayer and Carmichael reports and the national statements and profiles for the eight agreed national curriculum areas. The thrust was to present a coherent framework which would embody the Mayer Key Competencies in all relevant syllabuses and integrate vocational educational programs within years 11 and 12 curricula.

Also in response to these initiatives, the Key Learning Areas and the Effective Learning and Teaching Sub-programs identified the convergence of general and vocational education amongst their strategies and performance indicators.

The Department of Education, in collaboration with the non-government sector, TAFE.TEQ and industry, was supported by Commonwealth funding to mount 16 institution-based Australian Vocational Certificate Training System (AVCTS) pilot projects across a range of industry areas. In addition, Commonwealth funds were obtained to establish three local industry education networks to promote, at a local level, collaborative initiatives between schools, training institutions, industry and other parties.

During 1992, 26 senior schooling education advisers were engaged throughout Queensland regions. A departmental survey showed that their activities were clustered across five broad areas:

- management of work experience, including liaison with employer organisations;
- support for cooperative programs, involving elements such as cluster coordination, funding procedures, in-service coordination, TAFE liaison and support for implementation of school-based cooperative programs;
- advice to schools on a wide range of issues relating to cooperative programs;
- in-service across a broad spectrum of relevant matters;
- negotiation and liaison between TAFE colleges, private providers, secondary schools, Centres for Continuing Secondary Education (CCSEs), special schools, special education units, alternative learning programs.

Centres for Continuing Secondary Education

Centres for Continuing Secondary Education (CCSEs) operated in two 'secondary colleges', eight secondary schools and at one centre specifically established for continuing education students. During the year, two more CCSEs opened at Beenleigh and Bundaberg, thus expanding opportunities for those continuing their education.

In 1992 CCSEs in Queensland had an enrolment of 7,432 students. In addition, increasing numbers of mature-age students attended traditional secondary schools.

Most CCSEs offered almost the full range of Board of Senior Secondary School Studies subjects with some centres also providing Junior Board subjects.

An example of commitment to meeting the needs of the local community was shown at the Townsville–Thuringowa CCSE, which offered the full senior matriculation program through a combination of day and evening courses for adults. By providing day and evening classes in the external mode and in a combination of internal and external subjects, the centre developed a cost-effective way for adults to acquire requisite subjects for retraining and for re-entry into the workforce.

The Coorparoo CCSE responded to increased student demand for places in day classes by offering 16 extra day classes from the start of 1992.

School–TAFE links

School–TAFE links were well established and took two basic forms: where the student studied the TAFE curriculum at a TAFE college; and where the student studied that TAFE curriculum in a school setting (over 100 schools used this mode).

Examples of successful government school–TAFE links in 1992 included:

- the involvement of selected schools from the Department of Education in the trialling of industry training modules in the metal industry and the tourism and hospitality and office skills areas (close networking with TAFE teachers trialling the same modules was of great benefit);
- the use of work experience to support the students' TAFE curriculum studies and vice versa;
- mutual school–TAFE professional development associated with the teaching of the TAFE curriculum.

There were also moves to include Industry Training Modules, at least to Australian Standards Framework (ASF) Level 1, in the post-compulsory curriculum. Industry Training Modules were trialled in the senior school curriculum as part of a nationally recognised pre-vocational training program. The introductory-level modules trialled in schools have been in the areas of national metals, hospitality and office skills curricula. In secondary schools, the introductory-level modules were offered as cooperative programs with the approval of TAFE.TEQ colleges. These modules provided the prerequisites for higher level modules which were offered through TAFE.TEQ courses, offering increased flexibility of career paths for post-compulsory students.

Some schools opted to apply to the Vocational Education, Training and Employment Commission (VETEC) for registration as a provider in their own right of TAFE subjects or industry modules.

Cooperative programs

Schools were increasingly offering TAFE.TEQ programs in their own settings and gaining site accreditation of teachers and facilities to do so. Under this arrangement, the schools obtained site registration and/or teacher accreditation so that subjects were offered either as discrete units or they were embedded within existing school or Board-registered school subjects.

A survey conducted within the Studies Directorate indicated that 107 State high schools, 6 secondary departments in combined primary/secondary schools, and 4 special schools from a total 212 government schools were offering TAFE.TEQ subjects in school settings. Other findings from this survey were as follows:

- Nine hundred and thirty-six teachers in government schools had been accredited by TAFE.TEQ to teach a variety of subjects and courses within the school setting.
- The 117 government schools involved in School-Based Cooperative Programs had site accreditation for 954 TAFE.TEQ subjects and 120 TAFE.TEQ courses. The majority of schools offered TAFE.TEQ subjects rather than fully accredited TAFE.TEQ courses in order to provide students with a multiplicity of pathways after leaving school.
- Of the TAFE.TEQ subjects offered, 339 were embedded within school subjects, 135 within Board-registered subjects, and 180 within Board of Senior Secondary School Studies subjects. In addition, 22 TAFE.TEQ courses were embedded within school subjects, 3 in Board-registered subjects, and 17 in BSSSS subjects.

Twenty-seven State high schools were trialling industry training modules in metal trades, hospitality and office skills.

Transition from education to work

Work education is currently within the Health and Personal Development Unit of the Key Learning Areas Sub-program. This recognises that all key learning areas can contribute to a student's career development, and encourages schools to provide a specific focus on work education to enable students to relate the knowledge, skills and attitudes gained through school and life experiences to their personal career planning.

An increasing number of schools were putting into place work education programs which enabled students to make decisions based on knowledge of the changing nature of the world of work. These programs have been made relevant to the career planning needs of all students, irrespective of whether their study programs are academic or vocational and are being made explicit in teaching/learning programs.

Careers Market

At the invitation of TAFE.TEQ, the Education Department continued to be represented on the working party for the Brisbane Careers Market.

The Education Department's presence at the 1992 Brisbane Careers Market was maintained by the continuation of a Guidance and Counselling stand. Resources and handout material were prepared by Guidance Information Services. The stand was staffed by guidance officers on a rostered basis (a total of 34 guidance personnel were required to staff the stand over four days). One feature of the display in recent years was the provision of a Job and Course Explorer (JAC) terminal for client use.

These markets continued to be well supported in Queensland with many regional centres organising a local careers market.

School–industry links

School–industry links were strengthened with the continued development of partnerships between schools and industry and business sectors. The links assisted in the task of establishing a joint approach to vocational education and training. They took several forms:

- involvement of the business community in program development;
- employers' visits to classes;
- school visits to industry;
- work experience placement.

Work experience in industry involved both students and teachers. Students experienced work through:

- block release incorporating large groups of students from a particular year level; or
- school programs in the workplace which cater for individuals or small groups of students.

Teacher placement in industry through work release schemes was established to promote a better understanding of current trends and to assist teachers to pass on realistic and current information to students. (Recent industry experience is often essential for accreditation in teaching TAFE.TEQ subjects which are the basis of many cooperative programs.)

Transition from school to tertiary education

Guidance and counselling service

Guidance and Counselling Services continued to provide a service to students seeking access to tertiary education. Thirty-one centres were open for guidance counselling during the 1991–92 Christmas vacation. In 1992 the total number of inquiries (14,192) recorded represented a significant increase (30 per cent) over 1991 (10,992). Inquiries continued after the Christmas vacation period and into the school year. As a result of the large number of applicants not receiving an offer in a course they wished to accept, great pressure was exerted on CCSEs for places in classes preparing for the External Senior examination. Applicants included significant numbers of year 12 students studying one, two or three senior subjects to qualify them for the 'combined mode' method of tertiary entrance, as well as many adults returning to study and/or contemplating tertiary study in the future.

The percentage of inquiries from government high school students compared to the percentage from non-government school students was 65/35 (72/28 in 1990–91).

The percentage of inquiries by telephone was 84 per cent (79 per cent in 1990–91) and the percentage of interviews was 16 per cent (21 per cent in 1990–91).

The Education Department continued to be represented by Guidance and Counselling Services at the Tertiary Studies Expo, which has been held since the early 1980s.

Areas of student learning

English

During 1992, work continued on the development and publication of the draft years 1–10 English language arts syllabus package (consisting of *Years 1–10 English Syllabus*; *Teacher's Guide*; *Genres in Context*; *Analyses of Texts*; *Classroom Practice*; *Student Performance Standards in Practice*). These documents were reorganised and redrafted on the basis of teacher responses to earlier drafts. It is anticipated that the final versions will be in schools in 1994.

Much school- and regional-level activity in the English syllabus implementation occurred as a result of the successive literacy and numeracy special initiatives funds in the State Budget. In accordance with funding guidelines, money going directly to schools was spent on activities to support the implementation of the English syllabus. A survey of regional reports showed that syllabus in-service training was a high priority of schools when spending their 1991–92 literacy and numeracy financial allocations. Eighty per cent of the funds allocated directly to the regions were spent on literacy initiatives, with 31 per cent going on in-service training organised with education advisers and 24 per cent on English key teacher training. Typical activities included:

- the training of English key teachers to support English implementation;
- the conduct of interest workshops in response to requests;
- the development of assessment instruments for the new English syllabus;
- extensive participation of teachers in the Further Literacy In-service Project (FLIP);
- the conduct of writers' camps by schools and clusters of schools;
- regular literacy network meetings which were conducted in School Support Centres;
- a series of parent seminars which explored the topic 'Reading and the Young Child'.

Assessment of Performance Program 1992

In July 1992, the Queensland Department of Education conducted a comprehensive study of how years 5, 7 and 9 students are performing in aspects of reading and writing.

Measures of reading performance, writing performance and student attitudes towards reading and writing were obtained. Some 5,755 students from over 300 schools throughout the State were involved in the program.

Tasks in the program were based on the attitudes, processes, skills and knowledge outlined in current departmental language education curriculum documents.

Test items were developed in consultation with curriculum experts and were extensively trialled in Queensland schools. Analysis of the results was carried out in consultation with the Australian Council for Educational Research.

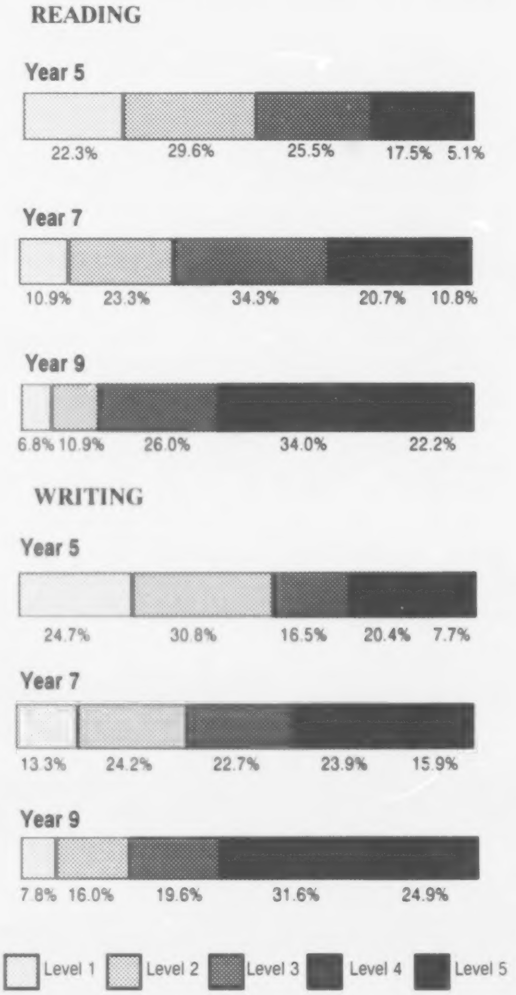
Based on all the information obtained, scales measuring performance and attitude in each of the areas were produced, against which student results were reported. The four scales were:

- performance in reading;
- performance in writing;
- attitude towards reading;
- attitude towards writing.

Each scale allowed comparisons across years 5, 7 and 9.

Student performance in relation to the scales was described and reported in five hierarchical levels, of which Level 5 was the highest.

Figure 3. Assessment of Performance Program—performance of years 5, 7 and 9 students



Level 1 on the performance scales represents a basic functional level of language use. Even at this level, the vast majority of students are able to read for meaning and express themselves in writing.

At this level, there are small numbers of poor performers who did not perform on the tasks given in the program. These students comprised 2.8 per cent of the total students in years 5, 7 and 9 in reading, and 6.1 per cent in writing. Thus, over 90 per cent of all students in years 5, 7 and 9 are shown to be at least basically functional in both reading and writing.

Students in Level 2 and above are effective performers. In reading, 87 per cent of students in years 5, 7 and 9 are in this group. In writing, 85 per cent are effective performers.

Level 5 on the performance scales represents highly developed, wide-ranging skills in reading and writing. Within Level 5, there are students who achieved full scores. In reading, 2.6 per cent of all students across the three year levels obtained full scores. In writing, 1 per cent of students obtained full scores. In fact, these students were able to perform beyond the demands of the tests.

The display shows that, for both reading and writing, there is an increase in performance of students from year 5 to year 9.

Re-scaling of reading and writing performance data from the 1990 Assessment of Performance Program to the 1992 scale allowed direct comparison of student reading and writing performance in 1990 with performance in 1992. Common activities in the two programs enabled this to be undertaken with a high degree of accuracy.

The 1992 performance is higher than that in 1990 in both reading and writing. In reading, the consistently higher performance in 1992 is associated with changes across the whole range of the scale. In writing, there is a slightly higher concentration of 1992 students in the middle range of the scale.

The reading and writing attitude tasks were administered to one-quarter of the students in each year level. Higher levels indicate increasingly positive attitudes towards reading or writing. Students in the highest level of the scales may be characterised as likely to be avid and enthusiastic readers or writers.

For both reading and writing, the majority of years 5, 7 and 9 students have positive or strongly positive attitudes. There is a slightly more positive attitude towards both reading and writing the lower the year level. Ninety-nine per cent of students in years 5 and 7 express positive or strongly positive attitudes towards both reading and writing. At year 9 level, 99 per cent of students express positive or strongly positive attitudes towards reading, while 92 per cent express such attitudes towards writing.

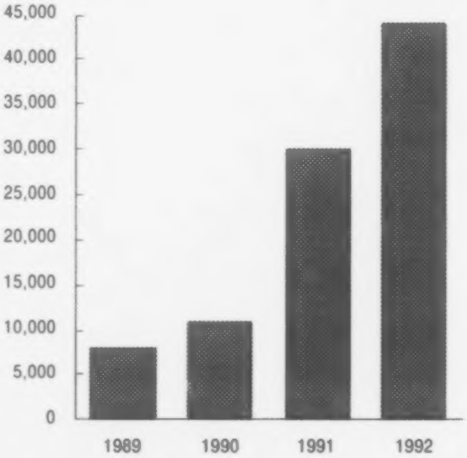
LOTE

In the 1991–92 Budget, the Queensland Government allocated $65 million over the next ten years for the teaching of languages other than English (LOTE), of which $10.47 million was allocated to the Languages and Cultures Sub-program. The five priority languages were Chinese (Mandarin), French, German, Indonesian and Japanese, with Spanish and Italian also being supported. While there was a concentration of resources in the development of these languages, a major aspect of the policy was the balance of Asian and European languages being offered across the State.

The LOTE program aims to have:

- all students in years 6, 7 and 8 studying languages by 1994;
- 20 per cent of students studying languages through to year 12 by the year 2000.

Figure 4. Queensland primary students studying a language other than English (LOTE), 1989–92



Source: Queensland Department of Education

The continued provision of planned, coordinated, inservice activities to upgrade teachers in the areas of language proficiency and communication methods was a priority for the sub-program. Tertiary language faculties played an important part in this process.

The Department of Education offered scholarships to tertiary students to increase the supply of LOTE teachers in Queensland. In 1992, scholarships were awarded to 65 final-year students. All applicants for LOTE teaching positions from the end of 1992 must pass a proficiency test in their language, as well as succeed in the general teaching interview. It is expected that in the long term this will increase the standard of LOTE teaching throughout Queensland. Ten language teaching assistants from Japan, Germany and France were employed around the State to assist Queensland LOTE teachers and provide native speaker models for students. This program was extremely successful.

The Languages and Cultures Sub-program was also responsible for the maintenance and development of the Queensland LOTE Centre. It provided advisory services and was a major resource access centre for LOTE teachers statewide. The centre was also used as a venue for professional development activities.

LOTE kit materials were prepared to support the teaching of languages in years 6 and 7 and LOTE officers were involved in the ongoing development of audio, print and video materials in target languages for years 6 to 8.

LOTE students had several opportunities during the year to use their language skills in statewide events. A LOTE eisteddfod was held in August, with contestants coming from schools in all regions. Schools participated enthusiastically in Post-a-LOTE activities and many students maintained contacts following these activities.

Science

Projects undertaken by departmental officers included:

- working with staff from tertiary institutions, professional organisations and the business sector to provide innovative, practical resources and programs for Queensland students;
- commencement of the development and trial of a mining kit—Minerals and Energy Resources for Queensland Schools (MERQS)—for primary and junior secondary schools with assistance from the Australian Mining Industry Council;
- an investigation of a curriculum package, Developmental Approach to Science and Health (DASH), from the University of Hawaii for possible adaptation to the Queensland context;
- the trial of a special pet care education program (PETPEP) which was completed at the end of 1992 (officers from the Department of Local Government, Housing and Planning Bureau of Animal Welfare and veterinarians from the Australian Veterinary Association are finalising the program materials in collaboration with the Department of Education);
- the trial of the Australian Academy of Science – National Primary School Project Primary Investigations in four Queensland schools (the program was designed to provide suitable materials and strategies to assist primary teachers in the implementation of appropriate science programs);
- the commencement of collaborative work with Curriculum Corporation on the Science Curriculum and Teaching Program (SCTP) (this program is being developed as an array of print materials for both primary and secondary teachers to support the national statement in science and the national science profile);
- continuation of collaborative work with Questacon–National Science and Technology Centre, Canberra, with the effort centred around the development of workshops for teachers of primary science;
- a seminar for primary teachers, entitled 'Hands-on, Minds-on', conducted at the QUT Kelvin Grove Campus (the weekend seminar aimed to increase teaching confidence in science and provided a range of resources and activities to take back to the classroom);
- continued work on the BSSSS subject, marine studies, with a project team working on the development of a marine studies safety handbook;
- the continuing review of materials for the Department of Education Library, Library and Resource Services and various authorities.

Technology

During the year, information processing and technology was offered for the first time to all secondary schools, after being trialled and piloted since 1986. In this course, students investigate situations in which information needs to be analysed, modelled, manipulated, stored or communicated using computers. It includes studies in algorithmic languages, information systems, artificial intelligence, social and ethical implications, and computer systems.

Technology studies was also fully implemented in 1992. This is a course in which students investigate the nature and functions of available resources through the application of inquiry, design, production and problem-solving methods, and through awareness of safety.

Development of the syllabus for engineering technology was completed for trial in 1993. This course draws upon the principles of science and technology, and is concerned with concepts related to the study of materials, engineering mechanics and its applications, control systems and graphical communication.

The syllabus in agricultural science was revised for introduction in 1993, when it will replace the agriculture and animal production syllabus. Development continued on computer-assisted programs for soil conservation.

In the second half of the year, Queensland teachers took part in the National Technology Profile Project. Teachers from all regions submitted annotated work samples for inclusion in, and to provide pointers for, the national technology profile. Although technology as such is not taught in government primary schools, teachers were able to relate the technology statement to their current teaching, and were able to supply student work samples of good quality. A project was also started to provide work samples for the profile to represent the achievements of Torres Strait Islander students in technology.

Queensland teachers also helped in the validation of the outcome statements in the draft technology profile. Twenty-four teachers from three regions took part in this exercise, designed to check that the outcome statements in the draft profile represented a valid progression of student achievement.

Mathematics

Officers from the Queensland Department of Education and their counterparts from other States and Territories continued to work together to draft and finalise national statements relating to mathematics.

The Mathematics, Science and Technology Sub-program published and distributed a number of policies, statements and quality resources. These included the *National Statement on Mathematics for Australian Schools*, which went to school support centres, and the accompanying document *Mathematics in Our Schools: A Guide for Parents and the Community*, which was distributed to all government schools. Secondary government school mathematics teachers received *Years 1–10 Mathematics Sourcebook (Years 9–10) Book 1*. Senior policy officers in mathematics assisted in the preparation of *Mathematics Sourcebook (Years 9–10) Book 2*. This was the final in a series of books supporting the implementation of the years 1–10 mathematics syllabus and guidelines.

Work was undertaken to finalise the national mathematics profile by conducting extensive trials of the April 1992 draft in schools in the Darling Downs and Peninsula Regions. Feedback from schools, the wider community and tertiary institutions was gathered before a report was made to the national project team in Sydney in June 1992.

A process and a timetable for the trial of Student Performance Standards (SPS) in mathematics was negotiated with regions through the State Studies Management Forum. The trial, for commencement in February 1993, includes 73 government schools and 11 independent schools. The trial is scheduled to be completed in primary schools by June 1993 and secondary schools by September 1993. In December 1992, a Statewide Student Performance Standards Reference Group was established to monitor progress and outcomes of the project.

During 1992 officers from the sub-program worked in Tonga as part of the Australian International Development Assistance Bureau-funded Curriculum Development Project. This was conducted through the Queensland Education Consortium and involved the sharing of experience and expertise with officers from Tonga's Curriculum Development Unit.

Studies of society and environment

Promotion of active and informed citizenship continued as a priority in the Development Plan (1992–96). This initiative is closely affiliated with other departmental policies and programs such as inclusive curriculum, supportive school environments and human relationships education and reflects the importance of community-based participation in decision making at the local and State levels. The document *Active and Informed Citizenship: Information for Teachers* was developed and a workshop for regional coordinators held. This document has a strong cross-curriculum focus.

During the year, emphasis was placed on consultative curriculum policy development, drafting of curriculum materials for year 5 social science and the preparation of a professional development package to cover years 8–10.

In October, *Teaching for Ecologically Sustainable Development: Guidelines for Years 11–12 Geography* was launched. The document was designed to support teachers in the integration of the concept of ecologically sustainable development in the geography curriculum and was distributed to all government school teachers of geography and economics. It focuses on the development of knowledge and skills and the promotion of values which facilitate the achievement of ecologically sustainable development.

Since the launch, the Studies Directorate has had a number of requests for the document from educators within Queensland, interstate and overseas.

The Queensland Department of Education continued involvement in the preparation of the draft studies of society and environment national statement during 1992.

The arts

The publication of new resources and the development of visual and performing arts education in schools were important achievements for the Visual and Performing Arts Sub-program during 1992. Books One, Two and Three of *Living By Design* were issued to schools. Levels One, Two and Three of the *Tune In* series of music education kits were reproduced for marketing, and the Artists/Designers in Schools Program was expanded to include schools in remote areas of Queensland. This is a recurring seeding program to fund high-profile projects which encourage schools to involve artists in classroom learning experiences for children.

Activities supporting the continued professional development of teachers were a feature of the year, with two 10–week, full-time courses held in Maryborough and Brisbane to train or retrain 40 primary music teachers.

Officers in the Visual and Performing Arts Sub-program completed the development, publication and distribution of a number of resources for teachers and students. These included:

- the *Dance Curriculum Guide (Years 1–10)* and the accompanying video, *Making Ideas Dance*, and teacher's handbook;
- a video and teacher's handbook to support the *Drama Makes Meaning Curriculum Guide (Years 1–10)*;
- a video and teacher's handbook to support the *Media Curriculum Guide (Years 1–10)*;
- Level Four of the *Tune In* series;
- years 1–10 *Drama Curriculum Guide*.

During the year, some 80 per cent of all children in government schools received assistance in their music education from specialist music teachers and, as well, approximately 32,500 students were instructed in band and orchestral instruments from an instrumental music staff of 269. Ten-week full-time courses for primary music teachers were successfully completed by 31 teachers.

Queensland government schools continued their involvement in Fanfare, with the final sections taking place in the Concert Hall of the Queensland Performing Arts Centre.

Health and physical education

Health and personal development

The Health and Personal Development Sub-program continued to encompass curriculum and policy development in a diverse range of subject areas and support services. These were organised into eight areas: health education; physical education; health issues education; work education; guidance and counselling services; road safety education; sport education; and student personal development. Within these areas of responsibility, other specific tasks included nutrition education; drug and alcohol education; religious education; ethics education; chaplaincy services in schools; career education; personal safety education; HIV/AIDS education; outdoor education; sun safety education; coordination of Aussie Sport in schools; and statewide organisation of inter-school sport.

Health education

Throughout 1992 the Health and Personal Development Unit was closely involved with the national curriculum initiatives in the learning area of health and physical education. The tender for the writing of the profile in that area was won by the unit, in association with staff of three tertiary institutions. The unit was intensively involved in national developments that will have significant implications for the formulation of syllabus documents at the State level.

The School and Community Nutrition Education Project was funded by the Health Department as a National Better Health Project to develop nutrition education resources, to undertake research into nutrition education and to develop policy and guidelines for school tuckshop convenors.

The unit was responsible for the Skin Cancer and Teenagers Project, which has involved research into skin cancer prevention for teenagers. There was close involvement in the provision of Sun Smart Kits for children in the early years of schooling.

Physical education

A safety handbook for physical education, outdoor education and sport in schools (*Health and Safety: HS–01*) was forwarded to all government schools in 1992. To assist in its implementation, ten regional and statewide in-service training programs were conducted to enhance safe teaching practices in physical education, outdoor education and sport. Schools conducted school-based in-service programs and/or provided the opportunity for teachers to attend in-service programs to gain accreditation.

Aussie Sport continued to be promoted. The federal funds made available through the Department of Tourism, Sport and Racing to employ an education coordinator for Aussie Sport were supplemented by the Department of Education to cover administration and travel costs. Eighty-nine Aussie Sport in-service programs were conducted in schools and tertiary institutions. Thirty-six adult field officers in schools supervised the operation of 24 sports fun 'cells' throughout the State, involving some 249 sports fun leaders selected from students in upper secondary schools to implement an after-school sports program for over 3,000 primary school students.

The Outdoor Education Curriculum Project continued. This included the completion of the outdoor education policy and guidelines. These resources, together with a video, were compiled to assist teachers in both the design and delivery of outdoor education programs at the school level.

Health issues education

Three statewide professional development workshops were conducted during 1992 to train regional personnel in drug education and interpersonal skills. In addition, funding was supplied for three special drug education projects based in the South Coast and Capricornia regions.

In the area of resource development, the *My Choice* smoking prevention resource for upper primary school was revised in 1992, with a new format and new artwork. A draft resource, HIV/AIDS lesson plans for years 8–12, was trialled, evaluated and revised. This resource, *HIV/AIDS Prevention: An Educational Package for Secondary Schools*, was distributed to all government and non-government secondary schools.

Sport education

Within the Health and Personal Development Unit, several officers were responsible for the organisation of representative school sport, in association with the Queensland State School Sports Council, the Queensland State Primary Schools Sports Association and the Queensland State Secondary Schools Sports Association. Activities during the year included:

- coordination of a team of 300 students and teachers to participate in the Fourth Pacific School Games in Darwin, with the team including a large contingent of physically and intellectually disabled students;
- organisation of 31 State secondary championships in 24 sports on an inter-regional basis, affording the talented and gifted students in all 11 regions the opportunity to participate in quality programs;
- provision for statewide school-based competitions in nine sports, with the most popular of these being the Mobil Shield Netball competition, which has seen an increase from 158 to 198 schools nominating in the second year of the competition;
- promotion of the Policy on Gender Equity in School Sport and its implementation;
- continuation of accreditation of teachers in coaching and officiating in sport as a high priority for the secondary association.

Road safety

A State coordinator of road safety education continued to support schools in areas such as bicycle education and the review of road safety in the school environment. With the introduction of penalties for the failure of cyclists to wear helmets, there was an emphasis on educational programs to encourage compliance with the law.

Religious education

Religious education guidelines were developed to support schools in coordinating their programs under the provisions for right-of-entry religious education. Policy and guidelines were also developed to assist schools wishing to provide chaplaincy services. Two education advisers for religious education are based in the Sunshine Coast and Metropolitan West regions, with responsibility to provide support services to religious education teachers throughout the State.

A task group commenced discussion to review the place of ethics education in the school curriculum in relation to developments at the State and national levels.

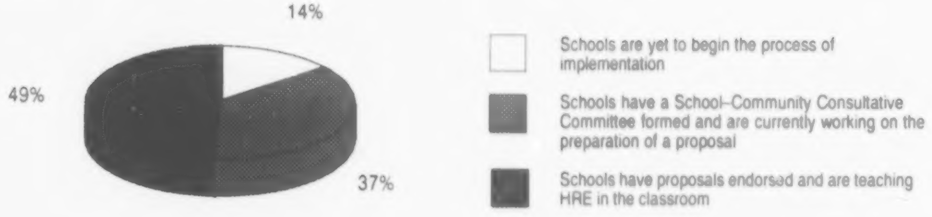
Human relationships education

The *Human Relationships Education Policy and Guidelines* document (1992) was collaboratively developed and distributed to all schools through the Education Manual.

In 1992 the program was in its fourth year of its staged implementation in Queensland schools.

At the end of 1992 regions were on target for the implementation of human relationships education (HRE) at all levels by the end of 1994.

Figure 5. Implementation of human relationships education statewide, December 1992



Source: Queensland Department of Education

A review of HRE was initiated by the Minister for Education as a result of consultation with a subcommittee of the State Reference Committee of HRE. The review, conducted by the Review and Evaluation Directorate, considered the statewide Human Relationships Program during the years 1989–92.

The report of the review was published as *Human Relationships Education in Queensland Government Schools 1989–1992*.

Learning and teaching

Major activities of the Department of Education Effective Learning and Teaching Sub-program for 1992 included the drafting of several policy statements and the production of curriculum materials in early childhood education. Ongoing activities were the Literacy and Numeracy Diagnostic Assessment (LANDA) Project, support for the Senior Schooling Support Program, development of resource materials, and support for learning technology in schools.

Early childhood education

Several policy statements were drafted in response to needs expressed through the Early Childhood Sharing Policy Development process. These included *A Curriculum Framework for Early Childhood Education: A Policy Perspective*; *Guidelines for the Management of Preschool Facilities*; and *Communities of Learners*. The *Aboriginal and Torres Strait Islander Early Childhood Education Policy* was also completed and published.

Curriculum materials produced included: *Movement and the Young Child* (second edition) and *Focus on Movement Cards* (second edition). Workshops for years 1 to 3 teachers were held on the implications for classroom practice of the document *Language and the Young Child*.

Officers in the Effective Learning and Teaching Sub-program also took active roles in the development of materials for teachers supporting the use of the Australian Children's Television Foundation program, *LIFT OFF*, as a curriculum resource. Guidelines were prepared for teachers on ways of exploring the human development perspective of the program with children aged three to eight.

Young adult education

For the 1991–92 financial year, the State Budget allocated a total of $3.95 million to the Senior Schooling Support Program. This program supported specific developments in work education, broadening the curriculum, and implementing corporate goals from *Corporate Vision for Senior Schooling in Queensland: A Policy Statement* (1989), as well as the draft Senior Schooling Curriculum Framework (SSCF). Late in 1992, the revision of the draft SSCF was delayed, pending the outcome of a Government-commissioned Queensland Curriculum Review to be undertaken in 1993. However, the issues relating to senior schooling continued to be explored in terms of implications for schools.

A document, *Policy and Procedures for the Establishment and Operation of Centres for Continuing Secondary Education*, was drafted. This document outlined the policy and procedures in relation to the establishment and operation of CCSEs. Other issues examined included administrative and operational procedures; range of subjects offered; accountability and accreditation of courses; student management; and policies relating to staff. Currently, this draft document is undergoing a review process.

In the development of the various senior schooling policy documents, there was continued collaboration with schools and regions. Furthermore, general support in relation to professional development activities and curriculum analysis was provided.

Educational Advisers (Senior Schooling) throughout all regions were involved in the coordination and provision of in-service training programs at regional and State levels; collaboration with regional State high schools and special schools on senior schooling issues; and professional development support for schools on the elements of senior schooling.

As a means of recognising educational achievement in Queensland, the T J Ryan Memorial Scholarship scheme was established. It is envisaged that the scheme will assist year 12 students from disadvantaged backgrounds to undertake university studies of relevance to the community.

National Schools Project

The National Schools Project (NSP) was officially launched at a Conference in July, 1992. Six schools, Acacia Ridge State High School, Belmont State School, Clontarf Beach State High School, Mabel Park State High School, Marsden State School, Tambo State School (P–10), were identified as Project Schools.

A network of 30 interested associated schools was formed across the State. This included the two non-government project schools.

LANDA Project

The Literacy and Numeracy Diagnostic Assessment (LANDA) Project continued in 1992 to improve the quality of instruction for students. The emphasis on diagnostic assessment as an integral component of the instructional process is designed to assist teachers and support personnel to address with greater understanding the learning requirements of students, particularly those with special needs.

Work continued on the development of the numeracy document, *Managing Mathematics: Assessment for Planning, Learning and Teaching*. This document explores issues and recent developments in mathematics learning and teaching and outlines a model for instruction in mathematics. It uses the model as a base to describe assessment options and teaching plans, and examines the roles of classroom teachers and support personnel within the regular school setting.

Learning resources

Two manuals, *Resource Management for Schools with Teacher-Librarians* and *Resource Management for Schools and Centres Without Teacher-Librarians*, were finalised and the publications were distributed to all government schools and centres in Queensland. A video to assist in-service training programs for schools without teacher-librarians was prepared for distribution to school support centres.

Support continued for all aspects of school library automation. Fully processed resource collections were developed for schools opening in 1992, with collections in larger schools being fully automated. Evaluation of school automation systems continued following the receipt of data from a school survey.

To support the implementation of the draft English language arts syllabus in schools during 1992–94, four resource lists were made available to schools. These covered literature for preschool to year 3 and literature for years 3 to 7; non-fiction for English programs for years 7 to 12 and non-fiction for English programs in years 10 to 12. In 1992, schools, as the users of educational resources, were given the responsibility for conducting their own review and evaluation of such resources.

Human resource issues

Training

The department's priority for ongoing training was reflected in opportunities made available for teachers and administrators from schools, regional offices and central office. About 250 teachers were able to study full-time at universities in preparation for teaching in priority areas such as special education, Aboriginal and Torres Strait Islander education, guidance, teacher-librarianship and information processing and technology. Other areas of the curriculum receiving support through in-service training were human relationships education, senior schooling, languages other than English (LOTE) and education of the gifted and talented.

Industrial issues

The introduction of the new promotions system for teaching staff and the review and refinement of the Advanced Skills Teacher (AST) classification were key industrial relations issues. The department made a significant contribution to the development of Public Sector Management Standards and to the Department of Employment, Vocational Education, Training and Industrial Relations on draft awards affecting public servants and crown employees. It also contributed to the teacher award restructuring process at the national level.

Workplace safety was enhanced by the distribution to all regions of information on chemicals used in schools and the appointment of regional safety advisers.

An amount of $12,248,136 from the Commonwealth's Award Restructuring Assistance Program (ARAP) was expended for the purpose of meeting additional expenditure in complying with award agreements.

Computers in Schools Project

The Computers in Schools Project was initiated to support the integration of learning technology across the curriculum. It includes three complementary components—Primary Computer Program; Primary Maintenance Program; and Secondary Maintenance Program. These are designed to cover:

- maintenance of the computer resource base in Queensland government schools by providing recurrent funds to all State primary, secondary and special schools for repair, upgrade and replacement;
- provision of computer resources to enhance learning and teaching, ensuring all years 6 and 7 State school classes have sufficient computer resources for learning by 1997;
- development of teachers' skills in the use of computers for learning and teaching;
- research and support for the use of adaptive technologies by disabled students.

Consultation prior to and during the project was widespread and involved:

- a joint review conducted by the Treasury Department and the Department of Education—the *Learning Systems Project Evaluation Report* (1991)—which resulted from extensive consultations across the State;
- intra-departmental consultation;
- discussions with parents, personnel from tertiary institutions, the non-government sector and industry;
- the Learning Technology Funding Committee and the Primary Computer Program Reference Group formed by the State Studies Management Forum, which is representative of all regions and central office.

Information management

Ready access to high-quality information throughout the department was enhanced by the development of a new Department of Education manual. When completed, it will replace all Administrative Instructions, Standard Practice Instructions and ad hoc documentation with a comprehensive set of policies and statewide mandatory procedures.

In 1992, there was an increase in the use of electronic means of communication. More use was made of facsimile machines and electronic mail, while new databases which were added to the Information Access Network included the film and video library catalogue and the Department of Education manual. Electronic communication promises to reduce the flow of paper and ensure access to up-to-date information.

Planning was undertaken for the parallel processing of census returns and individual student records from schools with computerised administration systems.

The production of high-quality printed materials, videos, multimedia packages and computer software for use by students and teachers continued to be a priority.

Audio and video materials in six languages were produced as school resources. Productions for LOTE included 112 audio cassettes. There was national support for statewide video projects for preschool and Aboriginal and Torres Strait Islander education. As well as two popular multimedia classroom resource packages, a wide variety of audio and video materials was produced for the performing arts, equity, literacy, learning difficulties and health and physical education areas.

The department's monthly newspaper, *School Views*, was developed into a larger, fortnightly publication with a wider audience. With a circulation of 40,000, *Education Views*, incorporating the *Education Officer Gazette*, provides well-used and valued information.

A major upgrade of the department's computerised school administration system, FORMULA, was released after thorough testing. The new release included extensive changes to the financial management module to incorporate suggestions from schools and auditors.

The goal to provide high-quality legislation and effective legal services which support education was reflected in primary legislation developed in the area of higher education; and subordinate legislation, developed in the areas of university administration, senior secondary school studies and the creation and operation of four school support centres and two statewide support centres. A review of all legislation impacting on business was also commenced during the financial year. The department implemented strategies to allow it to meet its obligations under Freedom of Information and Judicial Review legislation. Training sessions were held on both aspects in response to demands from regional offices, principals' associations and work units.

Education Overseas Unit

Queensland's State education system is promoted internationally through the activities of the Queensland Education Overseas Unit. Educational products and services offered internationally included: course places for overseas students in Queensland government secondary schools; curriculum materials; and international consultancies and study tours for student and teacher groups. Curriculum materials were also sold interstate through a network of distributors and agents.

As a result of an extension to the Matriculation Program to include year 10 and the addition of Taiwan and Korea as target markets, there was a 62 per cent increase in the total number of students participating in the program.

In addition to the educational, social and cultural benefits of the program, the unit aims to become self-sufficient and to return funds to revenue for the enhancement of educational provisions in the State.

The Study Abroad Program for Japanese students wishing to complete one year of their senior secondary program in an overseas country was conducted for a second year and extended to include both Pine Rivers State High School and Redcliffe State High School.

The Queensland Education Overseas Unit, in association with the Queensland University of Technology, the TAFE system and Griffith University, continued to bid for overseas consultancy projects, funded by the international aid and lending agencies, in developing countries in the Asia Pacific region.

A consultancy project in Tonga funded by the Australian International Development Assistance Bureau (AIDAB) continued into its second year and will be completed by the middle of 1994. The Queensland Education Overseas Unit provided specialist advice on curriculum design and development to officials of the Tongan government, some of whom visited Brisbane to study our education system and to undertake courses of professional development.

The program of educational tours for overseas students and teachers continued and expanded to include the provision of services to a wider range of tour companies. Negotiations were initiated with the Bureau of International and Cultural Relations and a range of tour companies in Taiwan to establish a regular offering of study tours to students and teachers in that country.

The Queensland Education Overseas Unit in association with the Trade and Investment Development Division of the Department of the Premier, Economic and Trade Development, continued to provide briefings to international visitors participating in official visits to Queensland. A second Education Queensland exhibition for public and private providers was conducted in Central Java Province in Indonesia as part of Queensland's sister-state arrangements.

Resourcing Queensland's schools

A total of $2.27 billion was appropriated for the Education Budget for 1992–93. This represented an increase of $357 million in real terms since 1989–90 and is an increase of 7.8 per cent over the comparable appropriation in 1991–92.

Major government schooling initiatives announced in the Budget included:

- the appointment of an additional 475 teachers to Queensland government schools;
- an allocation of $2.8 million to the Remote Area Incentive Scheme to encourage teachers to live and work in remote areas and to contribute to local communities;
- a sum of $42.2 million set aside for special school grants to help parents and Parents and Citizens associations;
- a total of $23 million allocated for school textbook allowances;
- provision of $5.3 million for literacy and numeracy initiatives to provide more teaching resources, training for teachers and tests to identify students with learning difficulties;
- an allocation of $14 million for foreign language studies in government schools, to cover the employment of more language teachers, to expand the teacher exchange program and to open the way for even more students to study a LOTE. A total of $1 million was set aside for LOTE in non-government primary schools;
- an amount of $3.8 million to support computer education;
- more than $1 million set aside to support Aboriginal and Torres Strait Islander education;
- an allocation of $14 million to further improve education in rural Queensland. This was to include the construction of a new School of Distance Education at Emerald (with an annexe at Rockhampton) to service the needs of Capricornia Region.

A total of $137.3 million was allocated to non-government schools and $10.7 million was set aside for university places. For 1992–93 an additional $7.1 million was allocated to the Catholic school sector, $1.1 million was provided for new study opportunities through the Queensland Tertiary Education Foundation and $1.3 million was allocated to the Open Learning Network to give people in rural areas an increased opportunity to undertake tertiary studies.

In January 1992, 14 new schools were opened. Of these, five were preschools, four were primary schools and the remaining five were secondary schools.

During 1992 the integration of students with special needs into mainstream classes meant the construction of new facilities, or the upgrading of existing facilities, to give students with disabilities access to education near their homes. A special school at Mount Ommaney, costing $2.8 million, replaced the old Chelmer Special School. A new wing was built at the Southport Special School, at a cost of $1.2 million, to replace the Keebra Park Special School. Both facilities were built to cater for students needing a high level of support.

Work was started on the refurbishment of the Brisbane School of Distance Education, costing $3.2 million, to be undertaken over two financial years.

New school support centres were built at Thuringowa (Townsville) and in the Sunshine Coast Region at Mooloolaba West and Morayfield.

In addition to funding through the Queensland Budget, government schools were supported through the Commonwealth's Capital Grants and General Recurrent Grants programs. An amount of $37,409,000 was expended on capital projects and $178,134,264 was expended for the purpose of meeting recurrent expenditure. In this area, funding was applied in specific programs such as Students with Disabilities; General Education in English as a Second Language; English as a Second Language for Eligible New Arrivals; Disadvantaged Schools; Special Education; Prescribed Country Areas; Language Education; Community Languages; Literacy and Learning; complying with an Approved Award, Good Schools Program and Students at Risk. Of the total amount received from the Commonwealth for recurrent expenditure, $138,636,763 was applied to projects in individual schools.

Catholic schools

Objectives

Catholic schools in Queensland addressed a wide range of objectives during 1992, but a pattern of priorities emerged which focused on the following:

- improving the general competencies of students with particular reference to numeracy, literacy and computer skills;

- relating schooling to current and emerging national and international circumstances;
- improving the effectiveness of schools by reviewing matters related to their governance, structures, curriculum offerings and teacher development.

Most schools indicated that their priority objectives were part of an array of objectives, all of which addressed the Common and Agreed National Goals for Schooling in Australia.

Excellence and equity

All Catholic schools in Queensland reported on initiatives with respect to the excellence and equity cluster of goals.

School communities saw themselves as addressing effectiveness or excellence in many ways, the most prominent of which was Catholic School Renewal—a comprehensive and systematic set of evaluative processes, designed to assess a school community's performance. Outcomes from such renewal processes were included in school development plans to implement the major findings. Among those findings were:

- the need to improve computerised research facilities;
- the provision of streamed ability level programs in mathematics and science;
- the need for a more integrated approach to the early years (P–3) of schooling.

Reference should also be made to the efforts of schools to introduce vertical timetabling, which increases student choices of subjects; to the peer-support program for teachers, designed to improve teaching; and to the effectiveness of school boards to initiate and oversee desirable changes in aspects of school life.

Equity issues were highlighted, with significant improvements being made in the provisions for access and participation in schooling for Aboriginal and Torres Strait Islander students; physically and mentally disabled students; and those students from socioeconomically disadvantaged backgrounds. References to students classified as having non-English speaking backgrounds also indicated improved provision of services and achievements.

Many reports indicated that major advances had been made in the educational provision for girls.

Among the reported achievements were the following:

- boys' and girls' colleges clustering to develop common timetables and sharing facilities, thus improving subject choices for all students;
- the development of curriculum resources, e.g. *Women in Biology*, which presented successful role models of women in science;
- the appointment of women to a majority of faculty head positions in an all-boys' school (which then shared curriculum offerings with a nearby girls' school);
- participation by some schools in a national project examining language in classrooms with respect to the development of gender roles.

In brief, Catholic schools have been quite successful in improving access and participation for minority groups in schools, and in improving the educational outcome for many students in those groups.

General and vocational education

Increasing retention rates in Catholic secondary schools in Queensland have generated some curriculum problems. In addition, the implications of the reports of Finn, Mayer and Carmichael have placed an additional strain on limited resources. In general, secondary schools have addressed the changing mix of general and vocational emphases in secondary schools in a spirit of openness to change.

Responses to the new demands tend to fall into two categories—professional and structural.

Professional responses have involved school staff in all Catholic secondary schools in analysing, discussing, and planning for the issues raised in the three national reports mentioned earlier. In addition, many staff have become accredited teachers of some TAFE subjects, while some school authorities have appointed specialist consultants in these areas.

Structural responses are the most obvious and these include:

- annexing schools to nearby TAFE colleges, or schools being accredited as sites for TAFE courses;
- developing dual accreditation systems (schools and TAFE);
- clustering schools and offering a wider choice of TAFE subjects to a larger group of students.

It was reported that the increasing cost of TAFE access was, in part, causing some schools to make greater use of the National Industry Modules. The increasing number of students opting for TAFE-accredited courses had forced some colleges to offer courses out of normal school hours. However, the overall assessment is that Catholic secondary schools are pleased with the limited TAFE–secondary school links established and the quality of the outcomes. The incursion into the recently developed AVC pilot projects is also expected to produce positive results for students. It is pleasing to note that the majority of parents surveyed regarding these developments support the changes introduced.

Areas of student learning

English

Most schools reported that standards were at least being maintained in the area of English. The introduction of the new English language arts syllabus has involved schools in intensive in-service education programs leading to the appointment in some schools of 'key teachers'. The other major focus of systems and schools has been on the draft profile being developed nationally and the implications such a profile would have for reporting, assessment and for planning, teaching and learning.

LOTE

Considerable development has occurred in this learning area with almost 75 per cent of all Catholic schools offering at least one language other than English. Teacher credentialling, the minimum number of hours of instruction, and proficiency levels have been the subject of policy development.

Of the languages themselves, the most popular are Japanese, Italian, Indonesian, Chinese, French and German. It was reported that some schools are using teleconferences/fax facilities to assist students in more remote schools, while others use facilities offered by the School of Distance Education. In general, numbers of students studying LOTE are increasing and are projected to increase further.

Science

A number of schools are partners with a university in a study entitled *Secondary and Higher Education Policy: Access and Progression in Science and Technology*. This study (report due in 1993) will be used to examine current provisions and future options in science education.

Technology

Continued progress is being made in introducing technology to all curriculum areas. Basic keyboard and word processing skills are being taught in primary schools. Resource-based, computer-assisted learning is being established in secondary schools, and the increasing use of laptop computers was reported. The use of technology in music was a significant advance, and the greater usage of technology in TAFE link courses was acknowledged.

Mathematics

Schools continue to explore methods of improving student performance in mathematics. In addition to the standard syllabuses, schools have developed school-based syllabuses (primary and secondary) to meet the varying needs of learners. As reported earlier, secondary schools indicate increased participation in mathematics by girls. Considerable attention was devoted to the national mathematics profile and statement as new resources for mathematics education.

Studies of society and environment

Catholic schools cooperated with the Department of Education, Queensland in trialling a new years 8–10 social education syllabus, and another syllabus in active and informed citizenship. Secondary colleges reported growing interest in, and study of, units in social science which dealt with the law, consumerism and multiculturalism. Environmentally, progress was made in collaborative ventures with the Department of Education, the Wilderness Society and the World Heritage Council. Agricultural colleges reported major advances in the study of environmentally sustainable farming practices.

The arts

The long-established traditions of Catholic schools in music education have continued and in some areas expanded. Speech, drama and dance have been added to curriculum offerings, and in the area of art and craft, Aboriginal and ethnic contributions have been celebrated. Some Catholic schools have been labelled 'schools of excellence' in the area of the performing arts.

Health/physical education/personal development

Primary schools have introduced revised guidelines in the area of personal development education, which is closely linked with religious education. Strong health and physical education programs complement these other aspects. Secondary colleges continue strong developmental programs, including the trialling of the new Board of Senior Secondary School Studies syllabuses.

Additional information: contexts and outcomes

With respect to contexts, no data is available. Outcome information at school level and system level indicates standards are satisfactory and being maintained. Statewide light sample testing in mathematics and literacy supports these data.

Teaching and learning

Catholic schools follow a stringent selection, induction and supervision programs for new teachers. Principals of schools are appraised regularly as part of employment contracts. The introduction of Advanced Skill Teacher classifications and an infrastructure of Positions of Added Responsibility, promised an improvement in the quality of teaching offered in

Catholic schools. All staff in schools are employed according to an award or specific contracts which are comparable with conditions and remunerations in the public sector.

Schools continue to explore new methodologies involving technology, integrated approaches, student-centred approaches and accelerated learning.

Resourcing Catholic schools

In addition to the private resources of Catholic schools and the assistance provided by the State Government, Catholic schools were assisted by four separate funding programs of the Commonwealth Government during 1992. Of these, the largest was the General Recurrent Grants Program of approximately $140,500,000. The Capital Grants Program provided financial assistance of approximately $10,500,000, whilst the Award Restructuring Assistance Program provided $7.8 million to support the additional costs incurred by award restructuring. A variety of small grants from programs targeted to promote equity totalled $2.4 million.

Other initiatives

The Christian Brothers centre at Woodridge accepts children who have abandoned the mainstream schooling system. At Woodridge they are educated in alternative ways, with the intention of improving their educational outcomes.

Other information

Educational provisions for students with disabilities

Catholic schools have had a traditional regard for the disabled. Some services are provided on a limited basis by the Department of Education. The Catholic system generally has invested considerable resources in providing specialist staff and facilities to meet the growing demands of parents to provide quality education for children who are disabled physically, intellectually or emotionally. Special units for the education of hearing and visually impaired, and for mildly intellectually retarded students have been provided. Specialist visiting teachers and support staff are employed, and a policy of mainstreaming (where possible) is followed. Improvements to traditional buildings (e.g. ramps) have enabled students with physical disabilities to access education more readily. Special need students constitute approximately 12 per cent of enrolments.

It should also be noted that in 1992 a program of needs-based funding was introduced by the Queensland Government, which re-allocated some of the State's recurrent grants to needy students, some of whom were classified as 'learning disabled'. Currently, the Catholic system is unable to meet the demand for a quality and comprehensive education for all its special needs students.

Independent schools

Introduction

The Association of Independent Schools of Queensland Inc. (AISQ) was established by independent schools in 1968 as a non-profit organisation to represent and promote the interests of independent schools. The association is the body consulted by governments in respect of policies and programs affecting independent schools. The association makes submissions to governments in respect of its constituent member schools.

The aims and objectives of the association are:

- to promote, improve, foster and encourage independent schools in Queensland;
- to promote consultation and cooperation between the governing bodies of member schools;
- to consider the relation of independent schools to the general educational interests and needs of the community;
- to consult and cooperate with State, national and international associations and bodies having similar objectives and to take in conjunction with them any appropriate actions.

In 1992 AISQ represented 107 independent, non-systemic schools which educated 52,746 students from preschool to year 12, including 569 Aboriginal and Torres Strait Islander students.

Thirty-five member boarding schools offered 7,439 boarding places of which 6,532 were utilised. The 900 spare beds were an indication of the severity of the rural crisis affecting the parents of remote rural students. Forty-seven member schools offered 1,414 students scholarships and bursaries valued at $2,729,476.

Priority objectives for 1992

Queensland independent schools surveyed had the following general objectives for the 1992 year:

- to develop talents and abilities through a commitment to excellence and diligent effort;
- to foster and promote service, courtesy, responsibility, self-control and self-discipline as well as respect, concern and tolerance for others;
- to develop the ability of staff and students to exercise moral and ethical judgements;

- to enhance instructional materials and facilities;
- to enable students to think logically, critically and creatively;
- to facilitate the transitions from home to preschool, primary to secondary education and school to society;
- to increase retention and achievement levels of students from disadvantaged backgrounds, particularly through community initiatives;
- to provide a firm foundation for life-long education.

Many of the Queensland schools surveyed are reviewing one or more areas within their curriculum with a view to updating, upgrading and improving their course content.

The Common and Agreed National Goals for Schooling in Australia were used as a checklist by many schools to ensure that the individual school's objectives were sufficiently broad and comprehensive. Several independent schools also commented that the national goals increased their awareness of community attitudes and perspectives on schooling. Others found that it was interesting to compare their current goals with national priorities.

Community involvement

Most independent schools sampled defined their communities very broadly. In addition to those who were or will be intimately involved with the school, most incorporated area residents and businesses within their concept of community. In the words of one respondent 'without community input and the many voluntary hours, we could not provide the level of care and quality of education that we provide with the resources available to us'. Schools established to serve students from particular community groups tended to be more locally focused in their perceptions of the term 'community'.

Independent schools were integrated into their communities through a complex network of personal and business relationships. Many schools acknowledged the considerable contributions made to the school by the community and in return enjoyed presenting performances of musical, dramatic or artistic programs to which the community at large was invited. This broader community exposure also provided the students with an audience for their performances and other artistic endeavours.

Interactions with TAFE institutions and private training providers

Links with TAFE institutions were facilitated by cooperative external mode programs. Nearly all of the secondary or mixed schools surveyed had some TAFE links. These had been successfully arranged despite the difficulties associated with the costs of undertaking some subjects, limitations on TAFE resources, the 'tyranny of time', equality of access and the isolation of remote areas. Many schools actively encouraged their staff to become approved TAFE instructors, to enrol in TAFE courses and to structure internal courses in a manner which attracts TAFE site sub-registration. These schools had constructive and mutually beneficial relationships with regional TAFE institutions and TAFE links generally appeared to be most relevant in pre-vocational areas.

A non-government secondary schools Cooperative Programs Project was jointly supported by the State Government and non-government schools offering senior secondary classes. A project officer was employed to promote closer links with TAFE and to assist non-government schools in offering senior secondary students alternative pathways. This unique project had promoted diversification of the senior schooling curriculum in many non-government (i.e. Catholic and independent) schools.

Overseas students with non-English speaking backgrounds (e.g. full-fee paying students and children of expatriates temporarily resident in Australia) were encouraged to seek initial English instruction from specialist language schools.

Visiting experts in science and the creative arts, guest speakers from government, science and industry, and interactions with tertiary personnel were all utilised to broaden student horizons. In addition, service clubs and businesses sponsored projects which encouraged students to tackle real-world problems and issues.

Work experience programs

Nearly all schools required at least one week of work experience during year 10, 11 or 12. Additional experiences could be undertaken during school holidays if a student so desired. Most schools requested that the supervising employer evaluate the assigned student's performance with students, usually by keeping a diary as a basis for oral or written reports given after returning to school. Work experience programs were found to provide motivation for success at school and helped to set/change career paths. Students were always enthusiastic about participation (e.g. making comments that 'one of the best things they did was work experience'). Although economic circumstances had made it difficult to find appropriate placements for all students, most schools felt that it was so valuable that they planned to continue offering work experience as a part of their career education curriculum.

Areas of student learning

Languages other than English

Most independent schools in Queensland offered study in one or more Asian languages and many provided instruction in at least one European language. Approximately 30 per cent of schools offered two or more languages. Languages offered included Chinese, Japanese, French, German, Indonesian, Italian, Spanish, sign language, pidgin English, and a range of Aboriginal languages. Language programs were enriched through excursions, links with overseas schools, interactions with consular officials, participation in LOTE contests and exchange programs.

The Association of Independent Schools of Queensland provided a Japanese student newsletter as an aid to student learning and employed a LOTE consultant to assist schools teaching LOTEs. A variety of in-service training was offered to LOTE teachers in independent schools.

In most of the schools surveyed, all students were given equal access to the study of languages. In many schools, students with disabilities were encouraged to take up language studies and these students were provided with special tuition to assist them in this endeavour. Many schools were in the process of establishing video-tape language libraries and these tapes were available for loan to students.

Science

Many independent schools specifically mentioned that their science curriculum had been revised to follow that of the Board of Senior Secondary School Studies. Schools encouraged hands-on learning by opening laboratories after hours, integrating computers into some experiments, scheduling excursions to regional centres and promoting participation in scientific competitions. It was noted that revisions to the Workplace Health and Safety Act prompted a move towards investigation rather than experimentation. Many programs subsequently sought to increase awareness of the scientific method with the aim of equipping students to distinguish between observation and inference. Certain specialist teacher resources available in some of the independent schools have also been made available to State schools in both the region and across the State to assist in increasing student involvement in particular science courses.

To assist students from non-English speaking backgrounds, language dictionaries were frequently permitted during assessments. The *Explore* series of science periodicals was frequently used as a basis for a student-centred approach in English as a Second Language (ESL) instruction. Extra-curricular clubs provided expansion opportunities for gifted and talented students, while extra tutoring was provided by many schools in mathematics and sciences for disadvantaged students.

Technology

Independent schools varied in their approach to training students in technology. Many schools focused extensively on the use of manual skills in primary school (e.g. carpentry, cooking and farming) and most pursued computer literacy in secondary schools. Senior school students were exposed to a variety of subject units which encouraged the use and application of technologies in solving problems.

Gifted students and students experiencing learning difficulties derived special benefits from access to computer technologies. Gifted students used computers to expand their horizons by creating experiments, conducting research and investigating external information sources through the use of computer bulletin boards and modems. Computers assisted in the integration of students with disabilities into mainstream courses by decreasing reliance on note-taking and verbal instruction. Computers with modems provided access to broad bands of additional information for rural and distance students. Several schools consciously provided a female computer instructor as a role model for female students.

Studies of society and environment

Environmental and cultural studies were popular themes as many schools adopted the Queensland social studies curriculum. Environmental studies taught students to care for the environment. This prompted discussions which explored the greenhouse effect and the impact of environmental issues. Cultural studies focused on respect for, and understanding of, the religious and cultural heritage of groups including indigenous peoples and migrants. Many schools also encouraged community involvement by inviting political and community leaders as guest speakers and by visiting local nursing homes, ethnic communities and government institutions (e.g. Parliament). Fee-relief policies ensured attendance by most students at excursions.

The special needs of students from country and isolated areas were considered by a number of schools when developing study units about environmental issues, while technology was used to reduce the isolation of rural and distance students.

Application of technologies

Independent schools applied technology across a wide range of administrative, teaching and learning contexts.

Although teacher access to computing facilities was limited in some schools, many schools did provide teachers with wide access to these tools. Teachers used computers for lesson preparation and presentation, student record-keeping, and correspondence with parents. Many schools reported that teachers were actively undertaking external and in-service courses to develop their skills in the use of computers.

The management of school libraries was increasingly dependent on computers for maintenance of inventory records and for loan tracking. Many schools reported considerable use of modem links which permitted schools to share library materials, periodicals, software and teaching ideas.

Computers were also widely used in the administration of schools. Many schools now have computerised systems for bookkeeping, payrolls, budgets, student records and reports, and ancillary staff are trained in these various applications.

Professional development/in-service training

In 1992, 3,300 full-time teachers were employed in independent schools. AISQ provided, on behalf of member-school employers, a range of professional development/in-service training for staff teachers ranging from a two-day Principal's Professional Development Seminar/Workshop on Competency Management to middle-management activities to governors' seminars to teacher in-service days to information evenings. The association is a Registered Industry Training Authority (RITA) in respect of the Training Guarantee Act.

SOUTH AUSTRALIA

In 1992, 248,802 full-time students were enrolled in South Australian schools. Of these 187,556 or 75 per cent were in government schools, 36,066 (15 per cent) were in Catholic schools and 25,180 (10 per cent) were in independent schools. Of the 866 schools operating in 1992, 682 or 79 per cent were government, 104 (12 per cent) were Catholic and 80 (9 per cent) were independent.

Priority objectives

Government schools

The department's general purpose, stated in the *National Report on Schooling in Australia 1991*, remains unchanged. All schools' plans for development and operations are based upon the objectives of the department's Three Year Plan, 1992–199[illegible]

- to improve the capacity of the Education Department to anticipate and respond to change;
- to improve the quality of teaching and learning outcomes;
- to achieve equality of opportunity and social justice for students;
- to improve the operations of schools;
- to use our resources better;
- to raise public awareness of the value, major directions and achievements of State education.

These objectives accord with Common and Agreed National Goals for Schooling in Australia. Strategies to improve school curriculum and the process of teaching and learning require the department 'to ensure alignment between the South Australian curriculum and agreed national goals of schooling in Australia'. Further, the department's curriculum policy document *Educating for the 21st Century, a Charter for Public Schooling in South Australia* takes into account and complements the set of Common and Agreed National Goals for Schooling in Australia.

Catholic schools

Catholic schools in South Australia aim to provide education for children and young people in a contemporary Australian Catholic culture for life in today's world. Schools offer education, faith formation and community in the Catholic Church and wider Australian community.

In 1992, Catholic schools aimed to:

- provide support for development of religious education programs in schools;
- implement the South Australian Certificate of Education (SACE) in years 11 and 12;
- improve student literacy;
- assist schools in undertaking whole-school planning exercises;
- develop and implement a policy on gender and equity;
- anticipate emerging educational issues and plan to meet schools' needs;
- implement policies associated with support for languages other than English;
- provide support for disabled students.

Catholic schools acknowledge the importance of the national goals for schooling in educational planning and policy development.

Independent schools

In addition to school-based objectives which seek to foster in students a love of learning, an appreciation of life and a direction for their future, schools are adopting the national goals for schooling. There is particular priority given to:

- providing an excellent education;
- enabling students to realise their full potential for learning, to be confident and optimistic, to achieve personal excellence and to have high self-esteem and respect for others;
- providing for groups with special learning requirements;
- providing students with skills appropriate to their future employment;
- enabling students to attain their highest competencies in the eight areas of student learning agreed to by the Australian Education Council (AEC).

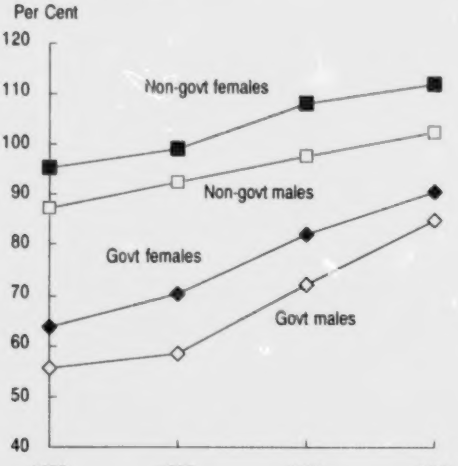
Education, faith formation and community in the Catholic Church

Excellence and equity

Retention and participation in government and non-government schools

Apparent retention rates continued to increase in both sectors. In government schools some of this increase was due to students continuing at school longer to complete or improve final-year results. A further factor was the number of adult students enrolling at the nine senior secondary government schools which have special facilities and organisation to accommodate them. In non-government schools, the tertiary aspirations of students and the provision of boarding facilities for rural and overseas students continued to be significant factors.

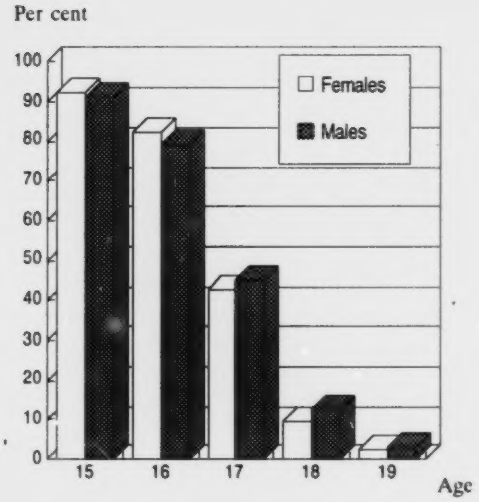
Figure 1. Apparent year 12 retention rates, selected years (per cent)



Source: Commonwealth DEET

In 1992, 44.8 per cent of young people aged 15 to 19 years were at school. The difference in the age participation of males and females is illustrated in Figure 2.

Figure 2. Age participation rates, government and non-government schools, South Australia, 1992 (per cent)



Source: Commonwealth DEET

Government schools

Effective schools

Shared responsibility

During 1992, major restructuring of the Education Department led to the closure of three Area Directorates. The three central directorates, Curriculum, Personnel and Resources, were replaced with a School Operations Division, Curriculum Division, School Resources Division and School Staffing Division. These divisions were introduced to improve efficiency and focus the work of the department more clearly on the needs of schools.

Support services improve learning environment

The Education Department is committed to improving learning environments for all its students by making more effective use of student services. These are provided through six Teacher and Student Support (TASS) centres which coordinate the deployment of departmental and interagency support personnel. Services offered at the centres include behaviour support, guidance, Aboriginal education and attendance. Special consultants in equal opportunity, the South Australian

Certificate of Education (SACE) and attainment levels/national profiles are based at the centres. There are consultants in social justice and literacy and numeracy and also for the support of students with disabilities. Other personnel are outposted in district offices to provide more immediate support for distant schools and sites.

Agencies of the South Australian Health Commission and the Department for Family and Community Services worked with the Education Department on policy development and procedures involving joint agreements and shared staffing to ensure an effective, measured and positive response to the needs of students, especially those with disabilities and behaviour problems.

School restructure

School restructure (which may involve amalgamation or closure of schools) aims to provide all students with a range of curriculum options. An approved curriculum plan indicating the benefits, advantages and potential for an improved curriculum is therefore required prior to the full review of social considerations, demographic elements and asset appraisal leading to restructure.

Junior Secondary Review

The report of the Junior Secondary Review was completed in 1992. Establishing the review was a strategy in the Education Department's Three Year Plan to improve the effectiveness of schooling for young adolescents. It aimed to examine the effectiveness of current schooling experiences, to outline goals for schools and to propose initiatives by which such goals could be achieved.

The Education Review Unit

The Education Review Unit commenced its review program in 1990 and by the end of 1992 had reviewed 490 schools. A total of 156 schools was reviewed in 1992.

Most schools in 1992 successfully formulated their school development plans, involving staff, students and parents in the process. The degree of involvement of various groups has been growing since 1990. At the same time the resourcing of developmental priorities through school budgets and links between the priorities and training and development programs have become more widespread and explicit.

The most noticeable improvement has been in the number and quality of internal school reviews. Many schools have found that this part of the planning cycle is essential for their effectiveness. It not only determines the extent to which schools have been successful in meeting their objectives but allows them to publicise and celebrate successes with their communities.

School governance

Widespread consultation with school communities has led to the identification of critical issues in school governance which include:

- the power of school councils in relation to the principal;
- the partnership required between school and parents in school planning and management;
- the power of councils to ratify school planning;
- the power of councils to impose and collect fees;
- issues of liability and indemnity as councils are further empowered.

Catholic schools

Catholic schools work closely with local communities through school boards which are responsible for school policies and planning priorities. A strong feature of Catholic schools is the continuing development of pastoral care programs for students which involve their families.

Independent schools

The independent sector participated in a national research project under the Good Schools Strategy that reported on excellence and innovation in school communities. The research points to the pressures on schools and their ambitions for students. In meeting the needs of their communities, schools have effected change through reframing curriculum, through human resource management and through planning change in administrative structures and governance and leadership. The responsiveness of independent school communities to change rests with the governing body of each school, and accountability for decisions is primarily to parents.

Equity initiatives

Government schools

Equity

The Education Department's Three Year Plan confirmed its commitment to improving educational outcomes for identified disadvantaged groups of students.

The release of the Education Department's Social Justice Action Plan was the major initiative for equity in 1992. Outcomes included the following:

- Training and development was provided for principals and district superintendents of education.
- Schools set improvement targets and established priorities for action and

structures for monitoring improvements in educational outcomes for those students currently benefiting the least from schooling.

- Support staff, located in TASS centres, were responsible for supporting the implementation of the Social Justice Action Plan, particularly as it relates to literacy and numeracy.
- Mechanisms for monitoring improvements in targeted students' educational outcomes at a system level were established.
- The State Youth Strategy, which aims to re-involve young people in education, employment or training, continued to be supported by the Education Department.

Students from economically disadvantaged backgrounds

The School Card Scheme is a means-tested program for all sectors that provides assistance for low-income families toward the cost of school books and charges. In 1992 the scheme was modified to allow automatic approval for families receiving a pension. Allowances were increased to $110 for each primary-approved student and $165 for each secondary-approved student. A total of $10 million was provided to government school students under this scheme.

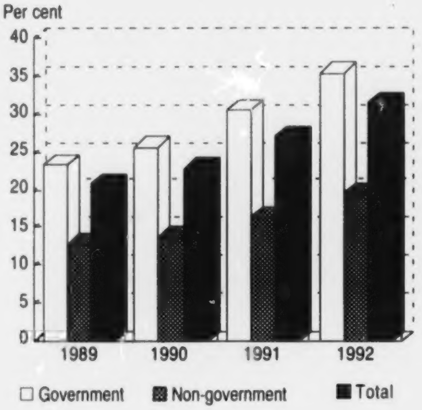
In the government sector, schools with the highest percentage of students holding School Cards are supported with additional salaries. In 1992, 70 salaries were allocated across 112 schools.

The Commonwealth-funded Disadvantaged Schools Program (DSP) also supports schools with high percentages of School Card holders.

Significant 1992 initiatives included:

- a review of the processes and structures which schools use to manage program funds;
- the identification of factors which contribute to improved participation of School Card holders and Aboriginal students;
- the evaluation and documentation of 60 funded school-based programs which addressed educational disadvantage for students living in poverty;
- research into the correlation between literacy teaching and learning and the maintenance of educational disadvantage;
- a report on effective parent participation and the link to student learning outcomes;
- the identification of factors which assist the effectiveness of Aboriginal Education Workers in schools;
- training and development seminars and videos for school-based personnel and departmental staff on structures and processes to counter educational disadvantage.

Figure 3. School Card holders as a percentage of enrolments, 1989–92



Source: SA Education Department

Education of girls

In the first year of the Three Year Action Plan for the Education of Girls, 1992–94, support was provided to schools through workshops and seminars. The three objectives of the plan provided the focus for activities that increased girls' participation in mathematics, science and technology, broadened post-school options and provided a supportive learning environment for all girls, including pregnant girls and teenage mothers.

The Gender Imbalance Project was completed. This project supported schools where the enrolment of girls was significantly less than that of boys. The project focused on the third objective of the Action Plan for the Education of Girls, to develop a supportive learning environment for girls. During the three years of the project, information was collected on effective strategies for whole-school change.

A project officer was appointed to manage the Commonwealth Innovative Project, Girls' Learning in English, which investigates the way the educational disadvantage of girls is perpetuated in this subject.

Distance and rural education

The Country Areas Program is funded by the Commonwealth Government to address educational disadvantage experienced by students who are geographically isolated.

In 1992 initiatives included:

- research into the development of a supportive learning environment for students studying through distance education;
- an investigation of the issues related to post-school options for rural girls, including career awareness, post-school pathways, tertiary study patterns and employment opportunities in the local area;
- an investigation into attendance and school transfer patterns of Aboriginal students and School Card holders in rural and remote areas;
- training and development programs for regional and State committee members and rural school communities which focused on educational disadvantage compounded by geographic isolation;
- devolution of funding arrangements for the Anangu Aboriginal schools to the Pitjantjatjara Yankunytjatjara Education Committee.

At a national level, South Australia is involved in a collaborative research project to identify system and school-based factors that facilitate or hinder participation and retention of rural students to year 12.

The Open Access College provides increased opportunities for students in rural areas to access a broad, balanced curriculum. In 1992, funds were allocated to further develop local delivery centres and the skills of supervisors and local delivery teachers. A video, *Success in Distance Education*, was produced to assist schools to establish and maintain successful distance education teaching strategies.

In 1992, 62.7 additional salaries were provided to schools for distance education.

Students from non-English speaking backgrounds

The English as a Second Language (ESL) Program provides specialist services for students from non-English speaking backgrounds through the New Arrivals and General Support elements. The program is 50 per cent State funded.

Initiatives in 1992 included the following:

- The ESL Support School Model to provide leadership in the areas of ESL curriculum and assessment, and training and development was implemented. There were 22 networks, each with an ESL Support School and an ESL leadership position at coordinator level.
- ESL Curriculum and Student Needs Assessment materials were printed and made available for distribution to teachers in the South Australian ESL Program.
- Initial training and development in the ESL Student Needs Assessment Materials was delivered in the Northern Territory on request.
- Training and development in the ESL in the Mainstream Teacher Development Course was delivered in Victoria and Tasmania on request.
- In collaboration with Aboriginal Education, the ESL in the Mainstream Teacher Development Course was adapted for use in Anangu schools (where Aboriginal languages are the first languages).
- ESL classroom-based action research programs were conducted and documented.
- Newly arrived students with non-permanent resident status were granted access to intensive English language programs.
- ESL courses were available at Stage 1 of the SACE. New ESL courses at Stage 2 of the SACE were approved for implementation in 1993.
- South Australia participated in the development of national ESL profiles and assessment activities through consultancy for the National Languages and Literacy Institute of Australia's nationally coordinated ESL Profiles Development Project.

Achievements of the Multiculturalism in Education Project have been:

- intensive consultation and rewriting of the Education Department of South Australia's policy on multiculturalism in education;
- establishment of a structure for clusters of schools to create supportive school environments for students from non-English speaking backgrounds;
- development of the South Australian Education Department's Multicultural Commitment Plan 1993–95.

Students at Risk Program

The Students at Risk Program supports students who are at risk of leaving school before completing year 12 with no planned post-school pathway.

During 1992, 13 metropolitan and country secondary schools developed procedures to identify those students most at risk. Students, school staff, parents and guardians collaborated to identify barriers that hindered students' attendance and participation and to develop appropriate strategies. School responses to these barriers included:

- liaison with other agencies to facilitate students' access to housing, health and welfare support;
- changes to teaching practices and curriculum offerings;
- changes to organisational practices, e.g. enrolment procedures, timetabling;
- the development and implementation of programs specific to issues identified by the students themselves.

Students with disabilities

The Education Department's support for the implementation of the policy Students with Disabilities continued in 1992. Features included:

- the production of materials for distribution to schools, including examples of curriculum plans negotiated for students with disabilities and a booklet for parents explaining the policy and the negotiated curriculum planning process;
- the location of disabilities consultants in each Teacher and Student Support (TASS) centre with responsibility for assisting school staff and service providers to implement the negotiated curriculum plan, which is a major component of the policy;
- the provision of training and development for other TASS-based consultants so that implementation of initiatives (e.g. attainment levels and the Social Justice Action Plan) are inclusive of students with disabilities;
- the development of a framework to help students with disabilities participate in post-compulsory schooling and to ensure that their learning achievements are described in the SACE.

In 1992 the Special Education Information Base was trialled and a preliminary analysis of information about students, curriculum and special education provisions was undertaken. The results of the trial and the analysis have provided direction for future support.

The Collaborative Action Plan which was developed for students with severe multiple disabilities was implemented in 1992. An interim report describes progress, particularly in relation to staffing agreements and support provisions.

Mainstream schools which enrol students with disabilities are allocated additional salaries. The level of support provided to each school takes account of the particular needs of each student. In 1992, 398.6 salaries were allocated to these schools and special education units for the support of students with disabilities.

One of the group

Commonwealth funding to support the education of students with disabilities continued in 1992.

Gifted and talented students

A working party consisting of representatives of the Education Department and the South Australian Association for Gifted and Talented Children started work on a new policy for gifted and talented students. The working party has also been involved in developing guidelines for the Focus School Program for Students with High Intellectual Potential, which will involve seven primary schools. This program will primarily provide training and development for teachers in the identification of gifted and talented students and appropriate curriculum offerings for them.

Special-interest centres in six secondary schools are continuing—four in music and one each in agriculture and languages. Additionally, one primary school caters for students who show potential in the field of gymnastics.

Aboriginal students

The first triennium of the National Aboriginal Education Policy concluded in 1992. Outcomes included the following:

- A total of 194 Aboriginal parent–school committees were established, representing 87 per cent of Aboriginal students.

- An Anangu Education Manager was appointed to oversee the transition of schooling in north-west South Australia to community control.
- The Education Department employed nearly 200 Aboriginal people as administrators, teachers, Aboriginal Education Workers and cultural instructors, and ran many affirmative training and career initiatives.
- The retention rates of Aboriginal students at years 10, 11 and 12 were 89 per cent, 62 per cent and 28 per cent respectively.
- A training and development package for teachers of Aboriginal students was developed and trialled in several schools.
- The compulsory SACE Australian studies course at year 11 contains a study of Aboriginal perspective on Australian history, culture and society.
- More than 40,000 students received Aboriginal studies on a whole-school basis supported with staff training and development. Many thousands of other students undertook study with interested teachers.

Catholic schools

Gender and equity

The Gender and Equity Management Committee has had responsibility for overseeing three school-based projects in the last two years. These projects aimed to raise general awareness of gender issues in the school communities. Consideration of the National Policy for the Education of Girls and the National Catholic Education Commission's policy has been central to the committee's considerations.

The aims of the projects were for schools to exchange ideas and information. This will occur through consultation with schools and other interested parties about a position paper; seminars and workshops for teachers; and support for in-service training at the school level.

A project officer was appointed at 0.6 time for 1992 to assist in the development of a gender and equity policy for the South Australian Commission for Catholic Schools (SACCS).

Special education

The Special Education Program provides support services to improve educational outcomes for children and students with disabilities; the capital facilities which are integral to the provision of such services; and training and development for teachers.

Draft procedures covering the enrolment and support of students with disabilities were trialled in 1992. Feedback from the trial will help determine SACCS policy, which is to be further discussed in 1993.

SACCS has approved an interim response on the new enrolment support procedures for students with special needs which will:

- support schools in determining student needs;
- develop programs and action plans for students and teachers to support effective integration of students with disabilities;
- liaise with agencies and public facilities to integrate therapy services with school programs;
- provide information about support for students with disabilities in integrated settings.

Aboriginal education

The Aboriginal Education Program seeks to address Aboriginal disadvantage by establishing a comprehensive and long-term approach to Aboriginal development. It has four main purposes:

- to increase the involvement of Aboriginal people in educational decision making;
- to ensure equality of access to educational services;
- to achieve equity of educational participation;
- to enable equitable and appropriate educational outcomes.

In 1992 support for schools offering Aboriginal studies was maintained. In particular the Catholic Education Office Aboriginal Education Team provided in-service training for both new and experienced teachers and for school staff undertaking Aboriginal studies policy development.

Other special populations

Other special populations support was provided by the English as a Second Language and Disadvantaged Schools programs. A feature of these programs was the high level of cooperation with other school system staff on joint initiatives.

The DSP assists schools serving communities with a high level of socioeconomic disadvantage. School projects for 1992 focused on mathematics, computer education, expressive arts and science.

Major initiatives of the ESL Program were:

- the ESL in the Mainstream In-service Course for primary and secondary mainstream and ESL teachers;
- a conference on the 'genre approach' and inclusive curriculum;
- further close collaboration with the Literacy and Learning Program;

- maintenance of the in-service program for primary and secondary ESL teachers.

Independent schools

Students from socioeconomically disadvantaged backgrounds

A submission was developed under the Students at Risk Program, based on a pilot project involving four cooperating independent schools to the north of Adelaide. A model was developed for programs involving parents and tailored to the individual needs of students. By negotiating with local TAFE colleges and other providers, courses have been designed to meet the vocational interests of students and to develop basic skills in English and mathematics. The model has proved effective for special education students who are at risk of not completing secondary school.

Education of girls

Attitudes and stereotyping affecting girls' education are being recognised and addressed by independent schools. One focus of this work is on changing the attitudes and broadening the understanding of boys. A second focus is on teachers becoming aware of how they value students differently depending on their gender, and how this affects attitudes and stereotyping behaviour. Independent schools believe in addressing these issues early in the primary school, where patterns of behaviour build on those already established before the child comes to school.

Special education

In 1992, 55 schools enrolled 228 students with moderate, severe or profound disabilities. This total includes 54 students who attended special education units attached to four independent schools.

The number of special education students in independent schools is considerably higher than current community perceptions suggest. Support for students and teachers is offered through a cooperative school network which attracts funds under the National Equity Program for Schools for the appointment of specialist advisory staff. In 1992 the special education network team provided services to 61 schools in the form of advice, provision of professional development programs or specific support. In all, 13 schools used the professional services of the support staff for 22 teachers and 16 students. Collaboration with other education sectors and various agencies such as the Adelaide Children's Hospital and the Department of Family and Community Services has continued to be a feature of the network. In addition, a significant amount of support has been extended to schools in country centres.

Integrating in the independent sector

Education of gifted and talented students

In 1992 the extension of established teacher development and student support models for gifted and talented students was proposed for schools with students from low socioeconomic backgrounds. With these models professional development is provided through a teacher network involving school visits and workshops. Gifted and talented students are supported through a cluster of schools cooperating to provide a program of special classes and a camp.

Other disadvantaged groups

One school worked collaboratively with the Commonwealth's Aboriginal Education Strategic Initiatives Program to develop a submission to fund an Aboriginal teacher for home–school liaison with skills and experience in Aboriginal languages and special education.

Remote schools have benefited from the support of a special education network which has enabled teachers to come to Adelaide for special education training. At the secondary level the provision of boarding facilities continues to be an important resource to the education of students from rural communities.

Several independent schools were assisted with ESL support under the National Equity Program in 1992.

The main focus of this support has been to upgrade teachers' literacy teaching skills using the 'genre approach', thereby helping them prepare their students to write for different purposes.

General and vocational education

Government schools

Response to the Finn, Mayer and Carmichael reports and reviews

The post-compulsory curriculum has broadened to include more specifically vocational learning as part of studies for the South Australian Certificate of Education (SACE). All schools with students at post-compulsory level are responsible for providing their students with the opportunity to participate in SACE studies.

A committee representing the Senior Secondary Assessment Board of South Australia (SSABSA), employers, unions, higher education and the schooling sectors has been monitoring the development of the Mayer Committee's Key Competencies and has provided advice to government on implications of their implementation. The Education Department is considering the relationship between Key Competencies and the across-curriculum essential skills and understandings of its major curriculum document, *Educating for the 21st Century.*

The South Australian Government has established an Education and Training Task Force which has reported to the State Minister of Education, Employment and Training on its consultations on the interrelationships of schooling, training, higher education and employment for young people in South Australia.

Post-compulsory and higher education

The 1992 school year saw the introduction of the SACE for post-compulsory students.

The Education Department, the Catholic Education Office, the Independent Schools Board and SSABSA cooperated to ensure the smooth introduction of the SACE in schools. Training and development for teachers was provided by a SACE Training and Development and School Support Team and six SACE consultants.

The Curriculum Division monitored the implementation of SACE closely.

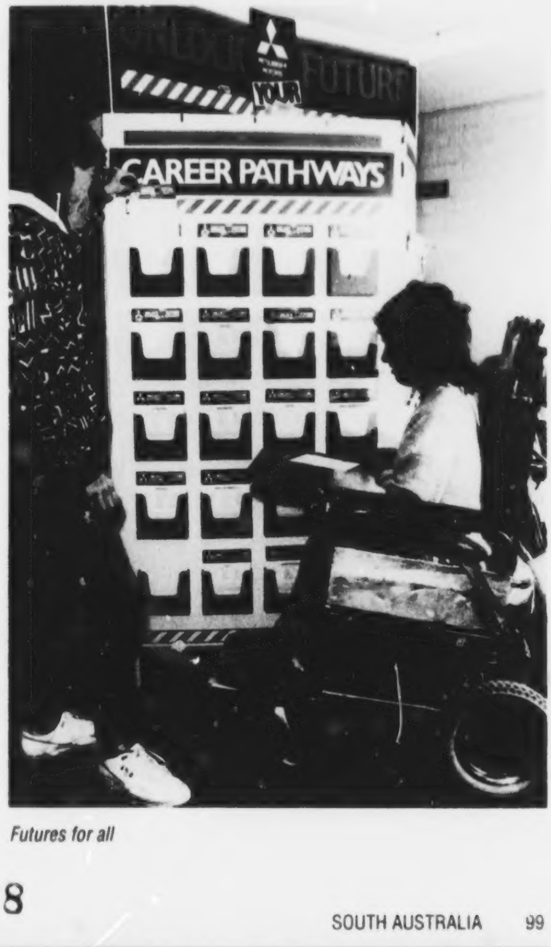
Towards the end of 1992, the Education Department was granted Commonwealth funding for seven Australian Vocational Certificate Training System (AVCTS) school-based pilot programs. These will be developed, implemented and reported on in 1993. These programs will explore the ways in which entry-level competency to industry can be achieved through the SACE and how links between vocational and general education and between secondary education, TAFE and other education and training providers might be enhanced.

Initiatives in career education

The Job and Course Explorer computerised database, with occupational, tertiary course and industry information, was used to provide information and advice to students. A regularly updated pamphlet, *Youth Labour Market Issues,* a joint publication of the Education Department and Department of Employment and Technical and Further Education (DETAFE) provided relevant employment and labour market information.

The Unlock Your Future Program, a joint Education Department, DETAFE, DEET and SSABSA project provided comprehensive information to students, teachers and parents about years 10, 11 and 12 subjects, careers and related areas. A Vacation Counselling Service supported students making career and study decisions following the release of SSABSA results.

The VISITS Program provided students and teachers the opportunity to visit business and industrial sites for



Futures for all

a practical insight into workplace practices and possible careers. An extensive Work Experience Program facilitated links between the curriculum and work-based activities. In addition, information about industrial relations and occupational health and safety was available through the School, Education and World of Work Project.

Catholic schools

General and vocational education

During 1992 the principal concern of schools was the introduction of the SACE. The SACE has provided a great deal of flexibility of curriculum delivery and wider credit possibilities and several schools included work education in their curriculum either as a discrete study unit or as a unit developed around existing work experience programs.

Students are being encouraged to examine alternative pathways through to employment, training, or further study. This is already having some effect as greater numbers accept DETAFE offers as their first choice of tertiary study. There was wide use of the Unlock Your Future student career counselling service and several counsellors from Catholic schools took part.

The Catholic sector was involved in responses to the work of the Mayer Committee and in applications for involvement in the AVCTS school-based pilots program. Two Catholic schools will participate in this program.

Independent schools

Post-compulsory education

Curriculum implications for independent schools that have arisen from the Finn, Mayer and Carmichael proposals were addressed at a seminar on post-compulsory education attended by 40 secondary schools and colleges from the South Australian non-government sector in 1992. It is generally felt that most aspects of the Mayer proposal for Key Competencies could be addressed through the SACE. There is a clear perception that Key Competencies cannot be restricted to years 11 and 12 and will need to be introduced in junior secondary classes. The proposed changes suggest that there may be a need for more cooperation between schools to provide a full range of curriculum offerings. In addition, the convergence of general and vocational education espoused by Carmichael will offer teachers more opportunities to experience the workplace.

Links with TAFE, career education and higher education

Arrangements with TAFE colleges vary significantly among independent schools. During 1992 only a minority of schools had established significant links with TAFE colleges. There have been, however, some very significant developments for these schools in vocational courses such as motor mechanics, catering and commercial art where recognition has been given through SACE. Schools have, however, encountered difficulties with the funding of such courses and with the development of flexible timetabling.

Survey results indicate a growing interest from schools in developing or participating in vocational areas such as tourism and hospitality, business, engineering, the polymer industry and horticulture.

Work experience programs continued as the most common link between school and industry and formed the basis of schools' work education at years 10 and 11. During 1992 a cross-sector careers counsellor network provided opportunities for many independent schools to gain more direct links with industry and facilitated more informed in-service training of careers counsellors.

The transition from school to higher education is changing as more students consider a two-year option for attaining university entrance. This trend is reflected in high retention rates and in the number of schools offering year 13 either individually or on a cooperative basis with other independent schools. For some this extra year is seen as a transition year that provides a more mature environment for 'adult' students to progress into higher education.

Areas of student learning

Government schools

Levels of attainment in reception to year 10

During 1992 primary teachers became familiar with the attainment levels materials that were developed and trialled in the previous two years. The materials provide a means of monitoring student achievement in each of the required areas of study. They were the focus of much training and development. Teachers used the materials for curriculum review with particular reference to program development, assessment, recording and reporting.

A data collection trial operated with 30 schools to develop effective and efficient means of recording student achievement data. A computerised support system for the attainment levels was designed and trialled.

English and literacy

Familiarisation with attainment levels in primary schools saw many schools focusing on English. This has prompted many primary teachers to examine the programming, assessment, recording and reporting implications of a standards-referenced reporting framework. At the senior secondary level, the SACE was implemented and included two compulsory units of English at Stage 1.

South Australian curriculum personnel and teachers have been closely involved in the development of the national statement on English and the national English profile. Broad consultation, trialling and validation processes have been undertaken across the State in relation to these documents.

The Literacy Task Group has been established to coordinate literacy initiatives throughout the department. It has a particular brief to follow up implementation of the literacy priorities for the 1990s which were identified in the State Literacy Strategy developed in International Literacy Year, 1990.

The findings of the Writing and Reading Assessment Program (WRAP), a statewide audit of students' reading and writing abilities in several areas of study at years 6 and 10, were delivered in 1992. The report showed that students were proficient in the reading and writing tasks that were a familiar part of their curriculum (e.g. story writing and spelling and conventions). However, the findings also indicated that more attention needed to be given by teachers to expository reading and writing tasks; to involving students in extended writing tasks; and to the particular learning needs of groups of students traditionally disadvantaged by education.

During 1992 work targeting the literacy learning needs of students from low socioeconomic backgrounds continued. A new Literacy Focus School Program for students from reception to year 10 was established, targeting students in poverty. In addition, junior secondary teachers in 59 government and non-government schools were involved in training and development activities under the Commonwealth Literacy and Learning Program (LLP). Teachers from all subject areas were involved. Mathematics, science, and society and environment teachers were especially well represented.

South Australia contributed to the National element of the LLP through a research project which surveyed the language and literacy teaching practices of teachers in disadvantaged schools throughout Australia. South Australia also collaborated with Tasmania, the ACT and Catholic Education Offices in Sydney and South Australia to investigate effective literacy teaching and assessment practices for students in the early years.

Writing Based Literacy Assessment (WBLA) was implemented as part of the SACE requirements. Students at year 11 are required to submit for assessment a folio of four different types of writing from a range of subject areas. The WBLA has had a significant effect on the attention given to literacy, particularly extended writing tasks, in all secondary subject areas. The impact of the WBLA on different groups of students is being monitored.

Literacy initiatives also formed a substantial part of English as a Second Language, Aboriginal and Disadvantaged Schools programs.

Mathematics

Significant changes in mathematics took place in schools within the context of departmental programs and initiatives. These changes served to formalise and extend developments in the teaching and learning of mathematics in accordance with the *National Statement on Mathematics for Australian Schools.*

Some primary schools focused on mathematics during their familiarisation with the attainment levels materials. Many in-service training activities involved teachers in sharing their own teaching and assessment practice and their students' work, to help them teach and assess mathematics within an outcomes-oriented framework.

For secondary schools and teachers the focus was on the implementation of Stage 1 of the SACE. The mathematics Broad Field Framework (or curriculum statement) required many teachers to adjust their approach to mathematics through using some non-traditional assessment techniques. These techniques emphasised problem solving, applications and communication of mathematical ideas. This last aspect was further underlined by the general expectation that some of the tasks undertaken by students in mathematics would provide students with the opportunity to produce work suitable for inclusion in their WBLA folios.

Other support for mathematics teaching and learning occurred through the Focus School Program. The Junior Secondary Mathematics Resource Schools Project, in its second year in 1992, moved to Phase 2 and expanded to include networks of other schools beyond the original six. The personnel, expertise and resources of project schools provided leadership for the professional and curriculum development of Phase 2 schools.

The Primary Focus School Project was established during 1992 to build on the work of earlier primary mathematics projects. Ten schools have been funded to become foci for curriculum and professional development in primary mathematics in a way similar to the operation of the secondary project.

Languages other than English

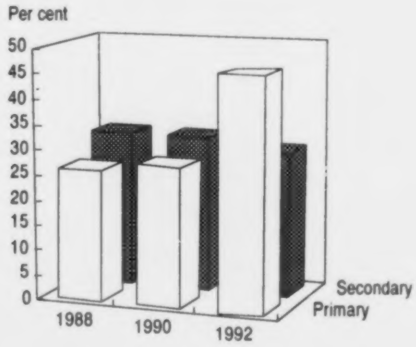
The Education Department of South Australia has a commitment to ensure that all junior primary and primary school students are learning a language other than English (LOTE) as part of their formal education. In addition, all secondary students will have the opportunity of studying a LOTE.

Outcomes for 1992 included the following:

- A total of 292 junior primary and primary schools were teaching a LOTE compared with 242 in 1991.

- Curriculum materials were developed in Polish and Russian.
- Release-time awards for upgrading language proficiency were offered to 14 LOTE teachers.
- South Australia, jointly with Western Australia, continued to develop the LOTE national profile.
- The Education Department of South Australia made overseas scholarships available to teachers of Indonesian and Japanese with funding support from DEET.

Figure 4. Language enrolments as a percentage of full-time plus part-time enrolments 1988, 1990 and 1992



Source: SA Education Department

Science

The familiarisation program for attainment levels in primary schools has placed greater emphasis on reviewing the science curriculum. Assessing and recording in science is a major focus of the reviews, along with balance of science programs and methodology in primary classrooms.

Teachers and officers from the South Australian Education Department and the tertiary sector met with personnel from Curriculum Corporation to identify needs and priorities of science education in primary and secondary schooling. This collaboration has resulted in the establishment of the national Science Curriculum Teaching Program, a major undertaking supporting implementation of the national science curriculum statement and profile.

Other initiatives and activities in 1992 included the following:

- The Australian Academy of Science underwrote a $3.5 million project—the Primary Investigations Program—to introduce a well-structured and well-taught science, technology and environment program into primary schools across Australia. Four Education Department schools were chosen for the trial phase.
- Large numbers of South Australian teachers and schools were involved in consultation on the draft national science curriculum statement and profile.
- Primary focus schools concentrated on science and technology, and secondary focus schools on physics.
- The Technology and Science for Children (TASC) Program, which focused on improving the learning outcomes of students in science and technology. This supportive training and development program aims to improve the confidence and competence of teachers in these areas of the curriculum.

Handypersons

Technology

Agricultural education, business education, computing studies, home economics, media studies and technology studies contribute to technology as a required area of study through applying the process of designing, making and appraising to the content areas of materials, information and systems.

South Australia is deeply involved in the national curriculum collaboration which enabled the release of the interim *National Statement on Technology for Australian Schools* in 1992.

Stage 1 of the SACE was implemented in 1992.

Technology education has been moving towards more student-directed learning and increased participation of girls in technology curriculum areas. The range of strategies used by schools to address these issues include:

- methodologies allowing single-sex classes, cooperative learning etc;
- monitoring classroom dynamics to permit equitable access to equipment;
- providing female role models;
- assessing suitable software and text resources.

Initiatives in 1992 included the following:

- The Engineering Pathways Program was implemented in eight secondary schools after teachers gained ten weeks of training and development at a number of education and industry related sites. The program allows students to achieve accreditation for introductory modules in a variety of post-school training courses.
- The TASC Focus School Program was developed for primary schools.
- Focus School teachers (and others) have contributed to the development of the *Primary Technology Support Package*, which will be available in 1993.
- More than $130,000 was made available through the Schools Technology Education Program grants, allowing innovative technology programs to be developed in a range of areas including electronic livestock identification and monitoring human physical performance.

The Technology School of the Future continued to provide direction and support in technology education during 1992, with over 5,000 students participating in learning programs and nearly 2,400 teachers involved in training and development. Major activities included:

- the development of a music suite and the associated Sounds of the Future Program;
- development of advanced telecommunications and multimedia programs;
- the development of a focus school program to assist some schools in developing technology in the curriculum.

Society and environment

Attainment statements and learning outcomes for society and environment were described in the attainment levels materials produced in 1991. Workshops organised in 1992 to familiarise primary teachers with the attainment levels included sessions on society and environment.

A significant development in 1992 was the emphasis placed by primary schools on describing a society and environment curriculum program for the whole school conforming with *Educating for the 21st Century* and the attainment levels. Some primary schools appointed key teachers or coordinators to oversee the society and environment program development. The national studies of society and environment design brief and draft statement were used by key teachers and coordinators as additional guidance on the nature of the society and environment curriculum.

Stage 1 of the SACE was implemented in 1992 for senior secondary students. Of particular significance was the successful introduction of the compulsory Australian studies unit that requires an Aboriginal peoples' perspective. Similarly, history units must include an Asian perspective. In 1992, also, new SACE courses were approved for Stage 1 and 2 studies in tourism and Stage 2 maritime studies.

The last year of the three-year Environmental Education/Landcare Centres of Excellence Program was 1992. In 1990, 26 schools were identified as centres of excellence in environmental education/landcare. These schools received a grant to develop environmental education programs and to distribute funding to district schools. In turn, 304 district schools received funding through this program. An audit conducted at the end 1992 found that the most common use for the funding was the propagation of locally collected seed and revegetation of school and community areas. However, other action projects such as Saltwatch, Frogwatch, Landlink and Waterwatch extended the concept of landcare beyond the planting of trees.

In November the Schools and Curriculum Unit distributed to all schools an environmental education/landcare contact sheet highlighting 49 agencies and programs linked to the Education Department's Environmental Policy, as well as a resource list and landcare overview.

Investigating land management practices of the Kaurna people

Health

Primary schools became familiar with the attainment levels materials in 1992. As a result, school principals and teachers with leadership roles in attainment levels were involved in extensive training and development programs.

National curriculum development in the health area (more recently renamed the health and physical education learning area) has complemented the development of levels of attainment indicators. The Education Department and the Ministry of Education in Western Australia prepared the design brief for the national health area statement and profile.

Implementation of SACE has been a major focus for teachers in the post-compulsory years of schooling. The categorisation of health and personal development subjects has been of some concern in this area and close monitoring of enrolment patterns across the State is planned for the coming year.

The arts

Attainment levels materials were produced in 1992 to assist the recording of achievements in the arts, including dance, drama, media, music and visual art, craft and design. These anticipate the collaborative development of a national curriculum statement and student profiles in the arts and were trialled with teachers in primary schools.

Senior secondary students undertook studies for the SACE in the visual arts including art, craft, design and technical drawing and dance, drama and music in the performing arts. The addition of multi-arts, which offers study opportunities in both the visual and performing arts, further extends the range of SACE arts options.

Programs involving arts teachers in using new technologies with their students led to activities and course design in video animation, stage and set lighting, electronic imaging and computer-aided design for print and industrial purposes.

Community Come Out, a significant arts program funded by the Education Department of South Australia as part of the biennial Youth Arts Festival Come Out '93, provided curriculum connections and support for teacher and student participation in a great variety of arts activity in schools.

Two curriculum publications, *8–10 Dance Frameworks* and *Work Education through the Arts* were completed and made available to schools.

Catholic schools

In the Catholic system, support was provided for whole-school curriculum planning and development based on the national curriculum statements and materials published by the South Australian Education Department and SSABSA. In addition, the South Australian Catholic Primary Principals Association, in cooperation with the Catholic Education Office, established curriculum committees. These committees monitored national curriculum developments and, where appropriate, took part in the preparation of responses to curriculum papers.

Religious education

Catholic schools and their communities have been supported in developing and implementing the Family Life curriculum, which is consonant with the goals of Catholic education and supports students in their search for appropriate values.

English and literacy

In the area of English language and literacy two important joint systems projects induced significant growth in teacher understanding, knowledge and skill. The Literacy and Learning in the Middle Years in-service course (LLIMY) is having a strong impact on classroom practices in reading and writing. WRAP is providing the basis for better literacy teaching and assessment in the future. The LOTE Program in Catholic schools has also made a significant impact on literacy learning.

In 1992 the Catholic Education Office and the University of South Australia set up a collaborative research study to explore the implementation of the draft national English profile. The study examined the experiences of 30 primary teachers who trialled the profile. A report has been published by the university in cooperation with the Catholic Education Office.

Mathematics

Secondary schools have adapted curriculum in response to SACE requirements.

A mathematics project being undertaken through the DSP has adopted an action-research approach with individual teachers which involves:

- teachers reflecting on their own mathematical learning at in-service workshops where they experience mathematical activities at an adult level;
- teachers exploring the nature and purpose of mathematical activity through models in workshops and through trialling activities in their classrooms;
- teachers researching and assessing children's learning and development using anecdotal journals, program notes, child studies, children's work and program models;

- joint planning groups, allowing teachers to support one another by sharing ideas, reflecting on common experiences and engaging in long-term planning;
- regular review and evaluation, allowing teachers to identify specific issues and needs and negotiate appropriate support.

Science and technology

The South Australian Catholic school system liaised with the Australian Academy of Science in the trial of a science, technology and environment program, the Primary Investigations Program. Two South Australian Catholic primary schools are involved in this phase of the project.

Catholic schools continued to use the Investigator Science and Technology Centre. The Catholic Education Office provided funds to assist with the recurrent operation of the centre. Another facility used by Catholic school students is the Technology School of the Future located at Technology Park.

The application of technology to education in Catholic schools continued in 1992 through the computerisation of libraries and administrative and other services. In addition, computing and computer-assisted learning continue to be an essential part of secondary curricula.

Independent schools

English and literacy

As a result of the WRAP Report and SACE literacy assessment requirements, schools will increasingly prepare students to write for different purposes. Hence, Strategies for Literacy Across the Curriculum R–12, a ten-week in-service course, was a major focus for schools in 1992 and involved 30 teachers.

Independent school and Catholic special education personnel worked together on SACE, specifically the WBLA for special education students. Along with teacher in-service training, the special education network initiated a three-week course for parents to help adolescents develop reading and writing skills.

Languages other than English

Language programs continued to flourish across primary and secondary levels of schooling. A significant number of schools (44) offered German language, which to some extent reflects a growing interest from Lutheran schools in their German heritage. There are many examples of cooperation amongst schools, particularly those offering less popular languages. One example of this is the language program at the Aberfoyle Park Campus School which enables the four schools on site (two government, two non-government) to share specialist Chinese and Spanish teachers and offer a language choice to every student in each school.

Science and technology

Reference groups with teachers from independent primary and secondary schools met for in-service training, consultation and comment on the science national profile and statement. Schools also benefited from the self-initiated establishment of a laboratory technicians group which included 39 representatives from Catholic and independent schools. The group met regularly through 1992 to share resources and run workshops. Complementing these developments was a cooperative venture by independent schools to fund a part-time science adviser at the Investigator Science Centre, which offers students hands-on experience in science.

A number of secondary schools are looking at curriculum changes and the impact of technology on their educational offering. Many primary school teachers undertook in-service courses at the Technology School of the Future. These courses provided understanding of how technology enhances learning across the curriculum.

The independent school special education network established a small bank of computer equipment for students with disabilities. This bank enables appropriate equipment to follow the student from school to school.

Mathematics

As a result of a joint project with the University of South Australia in 1991, a primary mathematics in-service course was developed. During the first half of 1992, 20 teachers from 16 schools participated in the course which focused on the teaching and learning of mathematics, good classroom practice, developing personal mathematical knowledge and working with adults, i.e. colleagues and parents. Course participants established their own support group for the second semester, practised new skills and clarified their understandings with a view to supporting other teachers in their own schools in 1993.

Society and environment

Much activity in 1992 concentrated on environmental issues, with schools taking on many and various projects to complement and enhance student course work. In addition, a teacher from the independent sector participated in a Parliamentary Education Fellowship and worked for four weeks as part of the Parliamentary Education Unit in Canberra.

The arts

A number of primary schools are continuing to expand special interest music programs and have established effective support networks for the sharing of teachers, instruments and ideas with other local schools. In addition many schools participated in both the 1992 Adelaide Festival and Festival Fringe education programs.

Health

Independent schools health education teachers have asked for guidelines to develop school policies on HIV/AIDS. A teacher was funded to attend a conference so that this could start in 1993. Other health projects include protective behaviours training, mandated notifiers training, use of Life Education Centres for drug education in primary schools, canteen nutrition and first aid training.

Teaching and learning

Government schools

Recruitment

The supply of appropriately qualified teachers in teaching fields such as information technology, physics, mathematics, languages (particularly Asian languages), technology, legal studies and special education (in specific areas such as hearing and visual impairments, physical, intellectual and multiple disabilities) is a significant issue, especially in country locations. Most opportunities for permanent employment, therefore, occur in country locations.

There is ongoing educational debate and liaison with tertiary institutions to identify areas of shortage and attract potential applicants to ensure a supply of qualified teachers to meet the recruitment needs of the 21st century.

Performance management

Preliminary drafting of a comprehensive policy on performance management has begun. The first component has been development and implementation of more effective processes for managing under-achieving staff, a priority in the 1991–93 Three Year Plan. The procedures ensure that guidance and support are provided to help teachers achieve an appropriate standard of competence and efficiency. Where this is not achieved, effective action is taken to protect the interests of students, the teaching service and the community.

The procedures for managing poor performance were distributed to all schools and department worksites in March 1992. An accompanying comprehensive reference manual has been distributed. Statewide training and development for principals has also been conducted.

Two documents, *Teacher's Work* and *Leader's Work*, have been developed to assist in assessing performance.

Selection

A merit selection process is used to fill most leadership positions in schools. The merit of applicants is determined through a selection process administered by a panel according to prescribed guidelines.

Representatives from the South Australian Institute of Teachers and the Equal Opportunities Unit and, in the selection of a principal, a school council member, form panels which consider information gathered from written applications, interviews and discussions with referees.

Teaching contexts and the use of technology

More powerful hardware and software are being introduced into schools and there has been an increase in the number of people seeking training in the use of technology.

There has been a steady advance in the use of interactive computing, laser video and CD-ROM disks, and other electronic aids (e.g. electronic whiteboards), and some initial work in the use of 'vones' (video phones).

South Australia continues to be at the forefront of distance education technology as evidenced by the adoption of its systems elsewhere in Australia and overseas.

Teachers and teaching

In July 1992 the State Minister of Education announced the introduction of Advanced Skills Teacher 1 (AST 1) as a new career path to recognise and reward highly skilled teachers wishing to remain in the classroom.

The award was varied in September 1992 to include AST 1 classification criteria. The implementation of AST 1 has been carefully planned and negotiated to maintain the reputation for quality work in schools. AST 1 is a personnel classification and there is no quota on the number of AST 1s in the system. The role of AST 1 is synonymous with that of outstanding classroom teacher.

In 1992, $5.158 million was received from the Commonwealth under the Award Restructuring Assistance Program (ARAP) as a contribution to other aspects of award restructuring.

Catholic schools

Employment opportunities continue to increase gradually in line with increased enrolments. Ability to teach a variety of subjects in different settings has become essential.

Catholic schools are administered on a decentralised basis. Under this system the school principal has the key role in identifying local needs and implementing teacher development.

Following discussions with principals, a number of modifications have been made to principal induction, assessment and professional development:

- A system of mentors has been introduced for newly appointed principals to allow them to work with experienced principals during their first year of appointment.

- Assessment procedures have been modified to allow for a greater formative component.
- A number of seminars are being run after school hours to cover areas where there is need for upgrading.
- The Christian Educational Leadership Program offered by the Australian Catholic University is continuing and courses are full.

Following negotiations with the Association of Non-government Education Employees and the South Australian Institute of Teachers the position of AST 1 was introduced into Catholic schools towards the end of 1992. Negotiations are now underway regarding the introduction of AST Levels 2 and 3, and for the introduction of Band 3 positions to the Teachers (Non-government Schools) Award. This will allow for positions of responsibility in both primary and secondary schools.

Implementation of so-called 'benchmark rates' and a focus on school development plans has contributed to a renewed interest in professional development in Catholic school identity.

Catholic schools continue to improve learning environments for students through pastoral care programs and the improvement of facilities, especially workshops and laboratories. In addition, several secondary schools have made provision for technological equipment a priority with the support of Commonwealth capital assistance programs. Primary schools, however, have been able to provide only limited computer access.

Independent schools

Some independent schools are adopting a progressive approach to the training guarantee legislation and have included in their contract of employment requirements for professional development.

Comments from teacher reference groups provide the basis for submissions and the opportunity for in-service training, SACE developments and national profile submissions.

Independent school teachers continued to meet professionally in 18 curriculum-related professional support groups. A restructure of the independent schools' librarians group in 1992 will enable a more cooperative approach to resource usage amongst schools. This accords with resource-based learning approaches where librarians are tending to become resource managers and supports to the class teacher.

In 1992 the independent schools cooperated with other parties to introduce the AST classification to the award for teachers in non-government schools.

Resourcing schools

Government schools

Recurrent expenditure of the Education Department in government schools during the 1991–92 financial year was $980.8 million compared with $940.6 million in the previous financial year, an increase of $40.2 million. (These figures include oncosts such as payroll tax and superannuation not in the AEC National Schools Statistics Collection totals.)

Figures 5, 6 and 7 illustrate Education Department expenditure, 1991–92.

Figure 5. Salaries expenditure, 1991–92

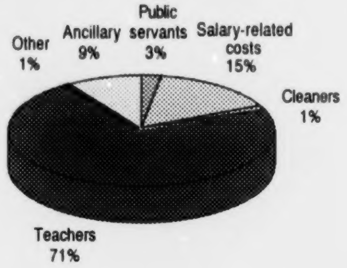


Figure 6. Goods and services expenditure, 1991–92

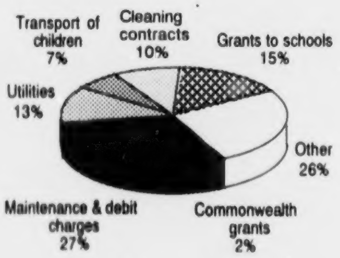
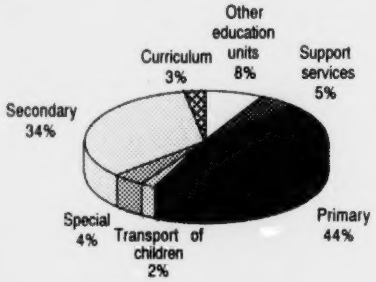


Figure 7. Program expenditure, 1991–92



Source: SA Education Department

Capital expenditure was $58.7 million compared with $54.5 million in the previous financial year.

Significant features are listed below:

- Salary, wages and related payments represent 81.4 per cent of total recurrent education payments in government schools.
- Total education spending as a percentage of State outlays in 1991–92 was 22 per cent (includes government spending on government and non-government schools).
- Standardised per capita expenditure on government primary and secondary education was $4,414.68 per student. (See notes in Table 19 of the *Statistical Annex*. The actual cost per student is higher than these standardised figures.)

Entrepreneurial initiatives during 1992 include:

- expansion of the Overseas Full-Fee Paying Student Program from 77 students in 1991 to 96 in 1992;
- gaining of income from the Materials Development and Technology Services of approximately $1 million;
- planning of materials and courses marketing across Australia by the Open Access College;
- prudent and cooperative investment of income and grant funds within schools and groups of schools, so as to maximise their interest return;
- attraction of subsidies from industry, particularly in the form of equipment, for specific projects.

Catholic schools

Catholic schools are administered on a decentralised basis. Local school boards are responsible for the financial administration of schools within general parameters set by SACCS.

SACCS is also responsible for distributing recurrent grants to systemic schools and for capital grants through the Catholic Block Grant Authority. Grants are distributed within general conditions laid down by the Commonwealth Government and the State Government.

There was an increase in the number of students in Catholic schools in 1992. Economic conditions, however, are affecting the private income-raising capacity of all Catholic schools, making it difficult to balance budgets and provide a reasonable level of resourcing. The number of School Card holders who are unable to meet the full fees charged by schools is increasing. In addition, the development of schools in new urban areas continues to be a major resourcing problem for Catholic education.

Independent schools

School expenditure continued to increase in 1992, particularly with externally imposed costs arising from award restructuring and benchmark salaries. Higher costs of educating a child in non-government schools are exacerbated in the economic recession. Lower enrolments for some secondary schools have not seen corresponding lower staff levels as student and parent expectations for subject choice remain and award conditions make staff reductions difficult.

Recurrent grants to schools vary according to particular levels of resource requirement. Private fee income together with State Government and Commonwealth Government grants contribute to independent school resources. In real terms the available grants to schools have decreased in 1992, resulting in increased fees for most schools.

Capital resources were largely provided through the supportive efforts of individual school communities. Community demand for school facilities in developing residential areas is coordinated in South Australia with joint sector planning. Costs of new capital facilities are, however, a heavy burden on new independent school communities. Commonwealth capital grants help some schools towards meeting these costs.

Caring for the environment

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WESTERN AUSTRALIA

Objectives and priorities for schooling

Priorities for government schools

The objective of the government school system in Western Australia is to develop among its students the understandings, skills and attitudes relevant to individual needs, thereby enabling them to fulfil their potential and contribute to the development of society. Since 1987, in accordance with the recommendations of the *Better Schools* report, this objective has been pursued in the context of the progressive devolution to schools of decision making responsibility and, with it, greater accountability, responsiveness to community needs and government policies and flexibility in delivery structures.

Integral to the process of devolution is an annual declaration of specific priorities for school development, school support and systemwide coordination and development. Some of these priorities arise as direct outcomes of government policies, while others are identified in the course of the Ministry's operations as representing areas requiring special consideration in planning and resource allocation.

Systemic priorities for 1992 comprised post-compulsory schooling, planning for the phased introduction of optional full-time education for 5-year-olds and languages other than English. School support priorities address professional development and training; identification of understandings, skills and attitudes appropriate to each of the eight curriculum areas (outcome statements); the development of strategies and resources to support the teaching and learning of languages other than English; and school maintenance and minor works. Systemic coordination and development priorities focused on corporate planning, continuation of the devolution process and quality assurance. At the school level, literacy, numeracy and social justice remained widespread priorities.

Priorities for Catholic schools

Education is provided within a Catholic context and a commitment to the development of the whole person, and each student's uniqueness and giftedness is appreciated and developed within Gospel values.

The priority objectives for 1992 were:

- professional development of teachers;
- development of a comprehensive curriculum catering for all students;
- values education;
- community (particularly parent) participation;
- provisions for students disadvantaged by ethnicity, isolation or physical or intellectual disabilities;
- increased opportunities for Aboriginal students.

Priorities for independent schools

Emphasis was placed on building a foundation for positive citizenship, including good work habits, concepts of social justice, personal responsibility for one's actions and career awareness; developing the full potential of each student; establishing a philosophical and moral perspective for making ethical and moral decisions; providing equal educational and extracurricular opportunities for all students, irrespective of race, gender, social background or academic ability; emphasising literacy and numeracy skills in the context of a quality education; exposing students to the arts, music, sports and the world at large; nurturing a dignified perspective on humankind; further improving community interaction in the establishment of educational priorities; encouraging self-discipline and self-respect in the holistic concept of the individual; and fostering a life-long desire for learning among both staff and students by providing a strong educational foundation.

Priorities related to national goals of schooling

The priorities identified for government schools indicated a concern for the achievement of excellence for all students, regardless of their backgrounds or ability, an awareness of the need to focus on improved student outcomes in priority setting and a realisation that priorities must contribute to these improvements.

Priority objectives for Catholic schooling were consistent with the Common and Agreed National Goals for

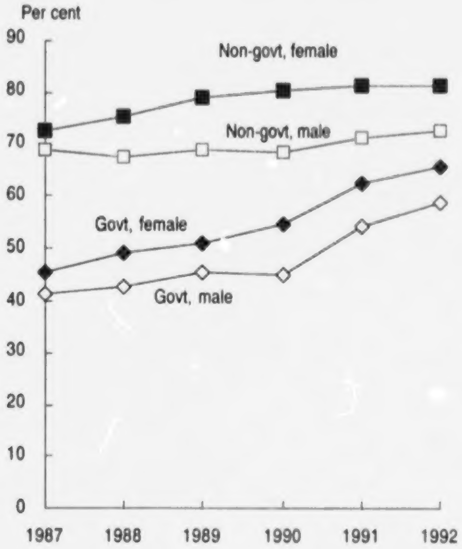
Schooling in Australia and many independent schools used the goals to clarify their own aims, directions and curriculum objectives, finding that they usefully identified priorities and articulated the reasons for the existence of independent schools.

Excellence and equity

Retention

More students are staying at school longer. The year 12 retention rate in government schools rose significantly again in 1992 and the higher retention rate for girls continued to be demonstrated. The apparent retention rates were 65.8 per cent for girls and 58.6 for boys in government schools and, for non-government schools, 81.5 per cent and 72.4 per cent respectively.

Figure 1. Apparent retention rates(a) to year 12 by school sector and gender, Western Australia, 1987–92 (per cent)



(a) Excludes senior colleges, part-time and full-fee paying overseas students

Source: WA Ministry of Education

Participation

As Table 1 indicates, 331,844 students attended Western Australian schools in July 1992, an increase of 3,491, or 1.1 per cent, over 1991. Some 32 per cent of this increase occurred in government schools, representing growth of 0.8 per cent, compared with 1.9 per cent growth in non-government schools.

Table 1. Full-time students(a) by sector and level, Western Australia, July 1992

Government schools	
Primary schools	153,765
District high schools	17,932
Secondary schools	72,662
Education support schools and centres	1,968
Distance Education Centre	673
Total	*247,000*
Non-government schools	
Primary schools	32,411
Combined primary-secondary schools	26,771
Secondary schools	18,572
Total	*77,754*
Community preschools	5,921
Independent preschools	1,169
Total all schools	**331,844**

(a) Not applicable to pre-primary students, who attended on a sessional basis.

Source: WA Ministry of Education

Effective schools

Since implementation of the recommendations of the *Better Schools* report began in 1987, the self-determining government school that has evolved through the devolution process has increasingly demonstrated four important characteristics:

- flexibility in structures and processes and the ability to respond to change;
- responsiveness to the needs of government, Ministry and local community;
- accountability to government, Ministry and local community;
- enhanced capacity for planning, self-evaluation and resource deployment.

Devolution aimed to improve educational services to students, clarify lines of management and accountability, and reduce unnecessary workloads and administrative constraints by making each principal accountable to a district superintendent for school management and for planning and organising learning experiences to ensure quality student outcomes. District superintendents monitor schools to confirm their accountability, operational effectiveness and responsiveness to Ministry policies and priorities.

In 1992, government schools were required to report on two priority areas of their development plans.

School development planning is the key process guiding decision making and performance monitoring and evaluation at the school level. Schools made significant progress in this regard during 1992, setting their curriculum priorities in conjunction with Ministry and community priorities. Community involvement was effected through the decision making groups operating in virtually all schools, their main purposes being participation in the school development planning process and monitoring of outcomes in terms of relevance to the local community. Amendments to the Education Act and Regulations to require the establishment of the groups were gazetted in January 1992.

During 1993, a comprehensive consultative process will be initiated to provide school staffs, parents and members of the community with the opportunity to discuss and provide feedback to the Ministry on proposals for further implementation of the devolution process.

Independent schools gave particular emphasis to the concept of community in relation to school governance and responsiveness. They defined 'community' as including local business, church groups, residents, families of staff and students, community groups, regional residents in isolated locations, other similar schools and other members of the ethnic or religious community associated with the school throughout the State.

In these schools, the community was involved in many aspects of the educational process, from planning and policy development to the maintenance of school facilities. Individual schools' cultures reflected the philosophies and perspectives of their sponsors. Community participation had practical implications for these schools, such as fundraising, the provision of amenities, extra-curricular activities and the operation of other essential services which were organised and staffed by volunteers. Students also participated in community life in many ways, including tree planting and recycling activities. Some schools successfully accepted mature-age students.

Quality of schooling

Educational outcomes were monitored within government schools through school development planning and school accountability processes, by means of which schools demonstrated to the district superintendents that they were performing effectively.

At the system level, the Monitoring Standards in Education (MSE) Program evaluated and publicly reported on system-level performance in key curriculum areas among students aged approximately 8, 12 and 15 years and provided information which assisted schools to monitor student performance in these areas. When initiated in 1990, it involved the compilation of benchmarks and associated assessment materials designed to measure systemwide student performance in English and mathematics and establish baseline data for reference. The MSE Program was later broadened to include other curriculum areas and analysis of student performance according to gender, Aboriginality and non-English speaking background.

Social justice

In its approach to social justice issues, the government school system sought to meet the special educational needs and interests of those students for whom the normal school environment or common curriculum was unavailable or inappropriate, through the provision of alternative educational programs, learning experiences and additional support and complementation or extension of the common curriculum.

These special needs were met through the implementation of successive Aboriginal Educational Operational Plans; the provision of education support centres and schools, hospital schools, SPER (socio-psycho educational) centres and other schools catering for particular disabilities; programs for disadvantaged schools; and distance education services.

These needs were also addressed within many regular schools by, for example, the provision of intensive language centres, the integration of students with disabilities into normal classes, the use of reading resource and low-achiever teachers in secondary schools and provisions for the gifted and talented.

The growing community expectation that the government school system should ensure that no significant differences in students' educational outcomes result from gender, race, ethnicity, socioeconomic status, geographic location or disability had been reflected in the release in 1991 of the Ministry's Social Justice in Education Policy; during 1992, policies were drafted in relation to students who were academically talented, geographically isolated, from low socioeconomic backgrounds or possessing disabilities. The draft policy for this last group reaffirmed the Ministry's commitment to the educational placement of all such students in the most appropriate settings and as close to their homes as possible; it was released in February 1992 and remained under review throughout the year. Late in 1992, the then Minister for Education also commissioned a review of provisions for students with disabilities or specific learning difficulties, which is expected to be completed in mid-1993.

Students from low socioeconomic backgrounds

The Priority Schools Program (PSP) operated in 135 government schools. Its strategic plan was published and outlined principles associated with structures and organisations, curriculum and delivery, resources and support, consultation and partnership, targeting and devolution. These formed a framework for action, with curriculum and delivery receiving priority attention because curriculum issues had consistently emerged as significant factors affecting students' learning outcomes. A research program conducted in 30 PSP schools identified language development as a widespread need.

Operational guidelines were updated to assist district and school committees to more effectively focus their reporting and improve techniques for gathering information on student outcomes.

Revision of the Index of Disadvantage commenced, using data from the 1991 census, and a database on curriculum projects was established, indicating that some 1,900 such projects were being undertaken in the 135 PSP schools, 68 per cent of them involving K–7 students.

The non-government Disadvantaged Schools Program (DSP), administered by the Catholic Education Office, aimed to assist schools and community groups to improve educational opportunities in urban, rural and remote areas.

DSP assistance was provided in such areas as:

- literacy and numeracy curriculum development;
- development of pastoral care strategies;
- appreciation skills in music, drama and art;
- knowledge and skills development in health/physical education, science and technology;
- provision for wider staff access to learning resources and cultural opportunities.

Students with disabilities

The educational needs of government school students with intellectual, physical, sensory or multiple disabilities were met by:

- education support schools, which provided specialised programs for those with severe and/or multiple disabilities;
- education support centres (i.e. schools), sharing regular school sites;
- education support units (i.e. classes) located in regular schools;
- visiting teacher support for students in regular classes.

Placement depended upon the degree of disability exhibited by individual students and in general the policy was that education in an integrated regular setting was provided for students with minor to moderate disabilities. A visiting teacher service assisted students with visual, hearing or physical disabilities attending regular schools and supported those with moderate to severe intellectual or multiple disabilities who lived in areas where there were no specialised schools.

Schools and educational services associated with a number of hospitals provided for students who required incidental or recurrent hospital care.

All students with sensory disabilities and all preschool students with disabilities were enabled to attend their local government schools; and an increased number of students with physical disabilities enrolled in regular schools. Ramps and special toilets were provided, as were teacher-aide time and equipment, depending on the degree of physical disability. Students with intellectual disabilities usually attended special facilities, although the number of such students seeking enrolment in remote country schools grew and required the support of a visiting teacher service, teacher aides, equipment and teaching materials.

In 1992, enrolments in education support schools, centres and units totalled 3,416; a further 1,134 students were supported in regular school settings.

Some 1,200 students with a wide range of intellectual, physical or sensory disabilities were enrolled in Catholic schools in 1992. Of this number, 815 were funded through various elements of the Commonwealth Special Education Program. Students were integrated into mainstream K–12 classes or enrolled in support units with specialised staffing.

In 1992, a new policy on enrolment and integration, the main feature of which was the responsibility of Catholic schools, wherever possible and practicable, to provide an education for children with disabilities, was approved by the Catholic Education Commission. Schools and their communities were assisted in its implementation through a special consultancy team.

Catholic schools were also supported in meeting the physical, social and educational needs of students through various systemic and regional programs and school-based in-service courses, workshops and individual student panel reviews.

Geographically isolated students

To meet the special needs of those students who, because of their personal circumstances, required the provision of alternative learning experiences and/or additional support to ensure access to the common curriculum, the Ministry provided learning environments or learning experiences through the Distance Education Centre (DEC), five Schools of the Air, small schools in remote areas and mixed-mode delivery strategies.

In August 1992, the Schools of the Air, including their itinerant teachers, delivered pre-primary and primary education to 243 students, while DEC provided education for 673 students.

DEC offered direct correspondence education for students in isolated locations, students who were travelling and students who were unable to attend school. It also supplied learning materials for students studying years 11 and 12 courses in district high schools and years 8 to 10 courses in primary schools. Distance education students achieved standards comparable with those attained by students at other government schools in the State and were increasingly supported by the expansion of computer-based mixed-mode interactive instructional delivery systems.

Under the Priority Country Areas Program (PCAP), assistance was provided to 17,550 students in 153 geographically isolated schools. During 1992, the introduction of new technologies improved curriculum delivery techniques; tours by cultural groups exposed students to a range of visual and performing arts; special-purpose camps and workshops addressed special needs of students as identified by PCAP schools and their communities; and continued support was given to programs which encouraged the participation of parents and the wider community in schooling provisions.

Academically talented students

To meet the special educational interests of talented students by complementing or extending the common curriculum, the Ministry provided camp schools, primary and secondary academic extension programs, special secondary programs and the teaching of instrumental music.

During 1992, the Primary Extension and Challenge (PEAC) Program supplemented school provisions for students in years 4 to 7 across all education districts and additional resources were provided for this purpose. In most districts, the program operated through a PEAC centre, but in remote locations, where travel was difficult, these resources were employed for alternative supplementation programs. At the secondary level, a similar program (SEAC) operated across schools which formed clusters to provide a range of extension courses. Secondary Special Placement Programs (SSPP) were offered to talented students entering year 8 in academic extension, art, dance, languages other than English, choral and instrumental music and theatre arts.

The State advisory committee for gifted and talented students, established to provide policy and program advice, operated for the first time and began a review of existing PEAC and SSPP provisions.

Students from non-English speaking backgrounds

There were three levels of government schools provision for students for whom English was a second language (ESL): intensive language centres for new arrivals; support programs implemented by specialist teachers; and advisory support for teachers of regular classes.

The Ministry's provisions included specialist teachers, bilingual teaching assistants, a policy development and program support unit and specialised resources, facilities and professional development activities.

In 1992, 3,250 students were directly assisted, while many others received advice and specialised resources. Programs focusing on the English language needs of Aboriginal students from non-English speaking backgrounds continued to achieve success in relation to both literacy and general educational outcomes.

Priority areas were defined as dissemination of information relating to the education of non-English speaking background (NESB) students, improved delivery of ESL services to isolated NESB students and the design of an alternative delivery model for NESB students in the post-intensive language phase.

In Catholic schools, the needs of NESB students were addressed through support for ESL teachers in the form of school visits, seminars and networks provided or facilitated by consultants.

Aboriginal students

A strategic plan sets the direction for Aboriginal education in the State within the framework of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP). The first strategic plan (1990–92) was developed by a group representing all education sectors and followed consultation with the State's Aboriginal education providers, Aboriginal consultative and advisory groups and the Commonwealth Government.

The Ministry's principal input to the strategic plan was through its first Aboriginal Education Operational Plan, which was developed in association with the WA Aboriginal Education Consultative Group.

In July 1992, 11,512 Aboriginal students were enrolled in government schools (about 75 per cent of all Aboriginal enrolments) and 803 in community preschools supported by the Ministry. However, demographic factors complicated the provision of equal support for all Aboriginal students. For instance:

- most Aboriginal people lived in areas in which they represented less than 2 per cent of the total population;
- just over half of the Aboriginal students were enrolled in schools in which they represented less than 20 per cent of total enrolments;
- many schools with significant Aboriginal enrolments were remote from normal support services;
- there was considerable cultural diversity among Aboriginal students.

The Ministry is committed to increasing the involvement of Aboriginal people in educational decision making, improving access and increasing participation and achievement among Aboriginal students.

During 1992, these commitments were addressed through a number of initiatives:

- The central Aboriginal Education Liaison Unit supported 25 regionally based Aboriginal Liaison Officers and 260 school-based Aboriginal Education Workers. Training included on-the-job skilling and degree courses, block release for university studies, certificate-level training in Aboriginal liaison and child-care and Public Service sponsorship programs. An Aboriginal Career and Employment Plan was launched with the aim of increasing Aboriginal employment at all levels of the Ministry, which, in 1992, included six senior administrators and four school principals or deputy principals.
- The Aboriginal Student Support and Parent Awareness program (ASSPA) established 248 of these important groups for Aboriginal participation in the life of schools.
- Aboriginal participation in the selection of graduates for appointment to, and principals for promotion to, schools with Aboriginal enrolments was introduced.
- Aboriginal people were closely involved with the introduction of the Aboriginal studies program to schools and in the trialling of the Aboriginal Languages Program.
- Delivery systems for supporting remote homeland communities were trialled through Schools of the Air, leading to the decision to further develop specialised curriculum materials during the 1993–95 triennium.
- Secondary schooling facilities were provided at 13 remote primary schools.
- Access to years 11 and 12 schooling in rural communities was improved through the provision of post-compulsory and industry links courses at some district high schools, the establishment of three interactive video learning centres in the Kimberley education district and the use of telematics technology at four other locations.
- Access to pre-primary education was enhanced by the provision of teacher in-service training and support for 26 Aboriginal preschools focusing on the education of 4-year-olds. Aboriginal enrolments constituted one criterion for determining which schools would offer optional full-time education for 5-year-olds in 1993.
- Aboriginal students participated in the First Steps and Stepping Out programs.
- The recognition of speakers of Aboriginal languages as having a non-English speaking background resulted in the placement of ESL consultants in the Kimberley and Kalgoorlie education districts, the development of more appropriate curriculum and teaching strategies and improved student outcomes.

Analysis of Monitoring Standards data on literacy achievement at years 7 and 10, while derived from small samples, suggested that the level of Aboriginal students' reading skills was unacceptably low, a matter which is being addressed within the context of First Steps and school-based programs.

The retention rate for Aboriginal students also remained low, with 135 enrolled in year 12, and, while this represented a retention rate of only 16.1 per cent, this was more than double the enrolment in 1988. Some 43 per cent of Aboriginal year 11 students in 1991 proceeded to year 12 in 1992.

The Catholic Education Commission was committed to the support and retention of Aboriginal students at all levels and to the provision, for non-Aboriginal students, of courses of study that would develop a greater appreciation of Aboriginal history, culture and society. Considerable progress was made in increasing awareness and commitment among administrators, teachers and parents to the National Aboriginal Education Policy.

Significant achievements included:

- extension of secondary education provisions in remote Kimberley communities, combined with a national project to develop curriculum support materials. Ongoing provisions included workshops in the communities and the appointment of a secondary curriculum consultant to the region;
- piloting of a one-term leadership development program for principals intending to take up positions in Aboriginal education in the Kimberley. Leadership development courses were also provided for current and aspiring deputy principals, including a provision for three Aboriginal people;
- the provision of 63 teaching assistant places throughout the State and a release program to enable a range of studies to be undertaken, as well as systemically organised training seminars;
- a leadership and decision-making framework for Aboriginal people, which was strengthened through three regional committees and associated sub-networks linked to the State Executive of the Catholic Education Aboriginal Council;
- support for Aboriginal language programs through the provision of three teacher

linguists, the publication of a Project of National Significance on the provision of bilingual education in remote Kimberley communities and cooperation with the Ministry of Education in writing and implementing the Aboriginal language framework for schools throughout the State;

- the provision to primary schools of a framework document to assist the introduction of Aboriginal studies across the curriculum;
- negotiations to provide an alternative model for secondary and adult education in two remote desert communities;
- continued commitment to the provision and support of education in nine remote Aboriginal communities in the Kimberley;
- the provision of TESOL resource teachers to clusters of schools with high Aboriginal enrolments and the implementation of First Steps in the Kimberley;
- the development of workshops on FELIKS (Fostering English Literacy in Kimberley Schools), an innovative grassroots commitment to improving levels of oral and written general Australian English.

Educational provisions for girls

A State advisory committee was formed to monitor implementation of the Ministry's gender-equity policy.

Teachers participated in professional development activities funded on a district basis and the gender-equity contact officer network, representing each of the 29 education districts, continued to assist schools to integrate gender-equity provisions through school development planning and specific school-based programs.

As part of curriculum reform aimed at achieving equitable educational outcomes, implementation of a new upper secondary physics course began during 1992, with teachers being provided with professional development prior to its introduction to year 11 in 1993. One aim of the new syllabus is the introduction of more gender-inclusive teaching and assessment strategies.

Schools were asked to express interest in participating in piloting single-sex classes in secondary mathematics and science. Planning began in 1992 and the project will continue in seven schools during 1993–94. The purpose is to encourage greater participation by girls in non-traditional subject areas, allow teachers to examine gender-inclusive curriculum and teaching and to deal with issues of harassment and behaviour management. The project is being supported and monitored by the National Key Centre for School Science and Mathematics at Curtin University of Technology.

Teachers were involved in developing and trialling gender-inclusive curriculum materials for primary students in cooperation with the Victorian Ministry of Education in an initiative funded by the Commonwealth Gender Equity in Curriculum Reform Project. A second initiative under this project will involve collaboration with James Cook University: selected schools will examine factors that compound educational disadvantage for girls, including remoteness, Aboriginality, non-English speaking background, low socioeconomic status, pregnancy and motherhood.

Liaison with government agencies, such as the State Department of Employment, Vocational Education and Training and DEET, and community groups continued, providing targeted programs for girls that would broaden their aspirations and workforce participation. These initiatives included careers programs, Tradeswomen on the Move, Challenges for the Future and Active Achievers.

In the traditionally male-focused area of agricultural education, the growing participation of girls was recognised with an increase from 48 to 74 in the number of residential places, compared with a total of 324 places for boys.

Girls continued to exhibit consistently higher apparent retention rates to year 12 (65.8 per cent compared with 58.6 per cent for boys), higher secondary graduation rates (58.6 per cent to 49.3 per cent), higher levels of expected Unit Curriculum achievement (89.9 per cent to 86.4 per cent) and generally similar MSE performance, although they outperformed boys in literacy development.

As a group, girls tended to attain satisfactory overall achievement levels, but participation in post-compulsory schooling remained problematic. Participation rates in mathematics and physical sciences were comparable in year 10, but girls' participation, especially in physics and higher level mathematics, was lower by year 12. There was also a significant reduction in girls' participation in physical education in the post-compulsory years.

In Catholic schools, awareness-raising activities with students, parents and staff focused on the special needs of girls. A comprehensive response to the draft review of the National Policy for the Education of Girls in Australian Schools was prepared and the State was represented at the National Catholic Education Conference on this policy. A report on the conference was widely distributed in the Catholic education system.

General and vocational education

Impact of the Finn and Mayer reports

The recommendations of the Finn Report *Young People's Participation in Post-compulsory Education and Training* were broadly consistent with the directions established in 1991 for post-compulsory schooling. In the medium to long term, however, if the Finn targets for entry-level training are to be attained, the impact on the organisation of schooling and TAFE will be substantial, as structures are modified to respond more effectively to a changing clientele, resource allocations are needed to meet the retraining needs of the service providers and cater for the increased numbers of students, and course accreditation and certification requirements in the schooling and training sectors are changed as a consequence of curriculum reforms. This will have to occur in an environment in which increased retention rates must be set against increases in the school-age population, posing a greater resource burden in Western Australia than in those States where the school-age population is either stable or declining.

The Mayer Committee's work on the Key Competencies identified in the Finn Report remained under examination in the government schools sector.

Retention rates in Catholic schools continued to increase and there was widespread evidence of review and curriculum adaptation as a result of the changing composition of the post-secondary school population and the thrust of the Finn, Carmichael and Mayer reports.

Changing arrangements for post-compulsory education

Wide-ranging changes to the structure of post-compulsory government schooling to be phased in by 1995 are:

- a new Certificate of Secondary Graduation;
- vocational studies pathways;
- an increased emphasis on career education;
- closer links between schools and the world of work;
- greater diversity in school organisational structures.

The new certificate will become the focus for post-compulsory schooling and ensure that standards achieved by students are recognised by TAFE, employers and other training providers. Courses are organised around optional centrally developed and vocationally relevant 'pathways' of study, which represent a shift in focus from individual subjects and courses to wider programs of study, their content and outcomes, with subjects being grouped into study programs relating to broad fields of employment. Pathways provide clear entry points for TAFE, universities and employment, common requirements for the Certificate of Secondary Graduation and the equivalent of two years' full-time study in years 11 and 12, developing a core of generalisable skills that can be used in the workplace. Pathways were developed in:

- agriculture/natural resource management;
- art and design;
- health, social and community services;
- performing arts;
- applied sciences;
- business systems;
- hospitality/food/tourism;
- technology and design.

These pathways were piloted at four government schools during 1992. In the Catholic sector, one school participated fully and two others joined the project late in the year.

School–TAFE–higher education links

IN STEP (Innovative Skills, Education and Training Program) was the result of an initiative in which an agreed list of skills/competencies was devised in conjunction with local businesses and matched with the objectives of existing accredited courses. Students undertook one day per week of structured work experience and were instructed and assessed by each cooperating firm. Three metropolitan senior high schools and one district high school trialled this concept in 1992, which was intended to test the feasibility of incorporating learnings in non-school settings into the new Certificate of Secondary Graduation. To cater for students seeking access to existing years 11 and 12 courses without adequate lower school backgrounds, FAST TRACK, a bridging program, operated in six government schools and provided support in English, mathematics, career development and study skills.

Some direct links between TAFE colleges and Catholic schools were established (largely as a result of a State ministerial directive that TAFE be seen as a post-school option), such as joint programs for alternative year 11 students. Overall, a dramatic increase in the number of students interested in TAFE as a post-school destination was apparent in 1992.

Independent schools found that TAFE links increased educational opportunities, although the isolation of some made linkages somewhat difficult to establish. Where linkages existed, these tended to be in the areas of secretarial skills development, computing and computer-assisted design. Other links were developed with private training providers, tertiary institutions, service clubs and regional industries and businesses and these were used to extend the horizons of the educational mix available to students.

Career education

Six government senior high schools trialled career education programs intended to more effectively link students' studies with their proposed future vocations by providing a combination of specific career education courses, counselling and structured work experience.

In the Catholic system, assistance to schools took the form of in-service training and network development for career education staff and the provision of opportunities to participate in the Teacher Industry Placement Program (TIPP).

Most independent schools provided students with one week of work experience per year as part of their career education programs. However, as a result of difficulties with placements, some indicated that, from 1993, work experience would be student driven. Students were generally expected to look for placement in areas of personal interest, often backed by individual career counselling or modules exploring career choices. Overall, work experience was considered to make a valuable contribution to students' personal development.

Areas of learning

English

In government schools, the English curriculum area included English literature, English as a second language and media studies, each of which related to literacy outcomes, a continuing focus of Ministry policies.

During 1992, draft student outcome statements for English and Communication were trialled; however, the outcome statements described in the national English profile will replace them in the curriculum statements K–10 document which is to be trialled in 1993.

Phased implementation of the new K–7 English language syllabus was completed and introduction of the new handwriting style and policy, which complies with the Australian Education Council agreement on inter-systemic compatibility, continued, for total implementation by 1994.

Several important curriculum projects related specifically to literacy improvement:

- First Steps, a professional development and resources program assisting teachers to monitor student literacy and improve performance, operated in 577 schools in 25 districts.
- Stepping Out provided extended professional development promoting literacy and learning across the lower secondary curriculum and focused on strategies for improving student transition from primary to secondary schooling.
- ELAN (English Language and Numeracy) supported strategies for improving literacy and numeracy among Aboriginal students in 33 schools across 13 education districts.
- IN STEP assisted post-compulsory students to develop literacy skills defined by both accredited courses and employer groups and utilise these skills in a range of real-world work settings.
- Access (FAST TRACK) sought to improve the access of students to post-compulsory education and training by enhancing literacy skills across the curriculum and exploring alternative schooling contexts.
- A post-compulsory education support initiative employed a multidisciplinary approach to the education of students with disabilities by focusing on literacy.

In Catholic schools, extensive work was undertaken in informing school personnel about developments associated with the national English statement and profile. The Catholic system also contributed to the writing of the curriculum area framework and teachers were active in responding to these documents.

Secondary professional development activities focused on curriculum development, teaching strategies and assessment, with particular attention being given to literacy theory, book selection and the non-print media. A curriculum network was established which encouraged the sharing of resources and teaching ideas.

Primary teachers were supported in the areas of programming frameworks, curriculum and teaching strategies.

Languages other than English

The Ministry's Languages other than English (LOTE) Strategic Plan provided a systematic framework for the long-term development of LOTE in government primary and secondary schools and focused on ensuring quality LOTE programs at all levels, a suitably qualified teaching force, appropriate teaching resources and provisions for remote students.

During 1992, primary LOTE programs operated in 60 schools, following courses which offered training in methodology to experienced teachers with existing LOTE competencies.

Bilingual programs (in which part of the curriculum was taught in a LOTE) operated in Italian, French and Khmer at three schools. The framework for the teaching of Aboriginal languages was published and the program operated in nine schools.

Telematics delivery was trialled in 17 schools in two districts. Primary curriculum materials in French, Indonesian and Italian were under development for completion in 1993.

Curriculum materials were developed for lower secondary French, German, Italian and Japanese and years 11/12 beginner courses in these languages prepared for implementation in 1994. Of 88 senior high and high schools, 71 offered LOTE, as did 16 of 58 district high schools. Nine districts developed LOTE implementation plans for 1993.

The national curriculum statement for LOTE was developed in 1992, and, after consultation, revised. The national profile is to be trialled early in 1993.

Catholic systemic and individual responses to the draft national statement and profile were provided. Secondary teachers were offered regular professional development and consultants also visited schools to provide individualised assistance, while primary teachers with a LOTE background were again able to participate in a joint course offered with the Ministry of Education focusing on the theory and methodology of second language learning.

The teaching and learning of Aboriginal languages advanced through the efforts of teachers and linguists in the Kimberley region and implementation of the framework.

Independent schools offered a diverse range of languages, including Indonesian, Italian, Japanese, Hebrew, Dutch, Greek, German and various Aboriginal languages.

Teaching methods used to enrich language learnings included videos, songs, dance, cultural studies units, visits to language clubs and overseas study tours. A holistic cultural approach was used to intensify language learnings among some subgroups. Schools established to serve specific cultural groups (e.g. Aboriginal) tended to conduct all classes in the indigenous language and to provide learning in English as a second language.

Students from non-English speaking backgrounds, Aboriginal and Torres Strait Islander and remote students frequently received special support, while extension assignments encouraged the development of talented students and overseas students were provided with extra English language assistance to facilitate their integration into the classroom and society. Native language speakers were employed in some schools to provide special assistance for students at all levels of fluency.

Science

Activities in government schools were associated with support for and contribution to the national statement and profiles; liaison with schools regarding outcome statements and post-compulsory provisions; in-service work for the introduction of the new years 11 and 12 physics course; preparation for assessing science achievement in the MSE Program for 1993; providing short-term teacher placements in industry in association with the Science Teachers' Association; organising the trialling of single-sex secondary science classes; and participating in the development of literacy skills in science through the Stepping Out Program.

Issues of concern included the variation in participation and success in the physical sciences between girls and boys; the imbalance between the biological and physical sciences in primary science and associated problems of teacher confidence, especially in the physical sciences; the over-emphasis on content in secondary science teaching and assessment; and teaching methods in remote schools.

A full-time consultant was appointed by the Catholic Education Office and a wide range of in-service activities conducted at the central, regional and school levels, focusing on programming, school policy development, teaching technology, the use of household materials in science teaching and the impact of the national curriculum on science.

A variety of strategies was employed in independent schools to strengthen science curricula, including the acquisition of additional laboratory equipment, the employment of specialist science teachers, the widespread use of the environment for science studies, curriculum redevelopment focusing on the application of Christian values to science teaching, textbook revision and, increasingly, the interface of science and technology (e.g. lasers, liquid crystals, satellites, robotics). Cross-curricular units were provided in science and environmental studies, and diverse science courses included electronics, geosciences and biology.

All primary students were required to undertake science studies and gifted students were required to submit extended assignments and become involved in other science-related activities, such as membership of the Double Helix Club and participation in science fairs. Pre-testing was undertaken by some schools prior to student placement in streamed programs. Particular emphasis was given in many schools to girls' participation in science units. Supplementary teaching strategies included the use of scientific journals, scale models, computer tutorials, charts and diagrams. Additional tutorial material was available to students experiencing difficulties, as well as to isolated and boarding students, and some schools established special homework centres for Aboriginal students.

Technology

As an emerging area that subsumes a number of traditional learning areas, technology is considered likely to require up to a decade to fully establish its identity in government schools. There is as yet no useful data on student performance available, except in the manual arts component. However, inputs from the areas of agricultural, business, computer, media and art and design education, home economics and manual arts contributed to the development of the national profile, and this was trialled in a number of schools in 1992. A strategic plan is under development and this will enable systematic introduction of the technology learning area. Early issues have been identified as including teacher education provisions and physical and management changes to schools' operations.

Bringing together such diverse subject areas, this learning area has compelled a rethinking on the part of Catholic teachers about existing approaches and will necessitate close collaboration as it is consolidated. Teachers from all of these subject areas were involved in the validation of profiles in November 1992.

A curriculum network for teachers of home economics, business education and manual arts was increasingly formalised during 1992 and in-service activities included most of the associated subject areas.

Many independent schools adopted the interim statement and technology was integrated into curriculum in such areas as food and nutrition, music, clothing and textiles, mathematics and science, while other studies focused directly on the use of particular technologies such as metal/machine work, woodworking, motor/machine mechanics, photography, microcomputing, sewing, cooking and design and drafting. The impact of technology on the world was frequently explored in group discussions.

Special provisions were made for girls, rural students and Aboriginal and Torres Strait Islander students, and gender stereotyping was actively discouraged in approaches to certain subject areas. Students who experienced literacy and numeracy difficulties were provided with computer-based remediation and talented students were often provided with access to advanced software packages.

Mathematics

The government school system participated in the development of the national profiles and the trialling of outcome statements in over 50 schools. These outcome statements proved useful to the developing mathematics focus of First Steps. Collaboration was initiated with Curriculum Corporation regarding the development of materials to assist the use of profiles.

Issues of particular concern in 1992 included the impact of technology on what is to be taught in mathematics and how—there were resource considerations associated with the increasing demand for access to technology in classrooms—and the need to expand the assessment framework and techniques used for gathering information associated with implementation of the profiles.

The new range of mathematics subjects offered in year 12 in 1992 completed implementation of changes to content and methodology and the Catholic Education Office assisted teachers through its in-service program and the successful subject network.

Work continued on national profiles, with drafts for levels 7 and 8 being distributed to a group of teachers from Catholic schools; work will continue in 1993.

Primary professional development focused on the use of calculators as instructional aids, mental arithmetic, number concepts and operations, space concepts, catering for individual differences and assessment.

Studies of society and the environment

The national design brief was prepared by Western Australia and South Australia in July 1992 and the national statement, by a national composite group, was completed in November 1992. The national statement and profiles will be trialled early in 1993.

Government schools gave particular attention to the needs of special groups, notably Aboriginal students, and implementation of the Aboriginal Studies Program proceeded in many schools. There were also concerns about gender imbalance within upper secondary studies of society and the environment (SSE), with males favouring economics and females history. Other issues included the development of generic literacy skills, the positive opportunities provided by environmental education for students to develop decision-making and problem-solving skills, and the wider application of technologies to SSE.

The new year 12 geography course was offered for the first time and feedback indicated that both the course content and the assessment were well received in Catholic schools.

Professional development activities in that sector related to provisions for intellectually gifted children, examination of the proposed Australian studies course for non-tertiary-bound students and school-based curriculum development as an alternative to Unit Curriculum.

Most independent schools encouraged exploration of language, social structure, religion and artistic achievement in other countries and cultures. These aspects of the study of society were interwoven with historical studies or presented through visual and print materials. Environmental studies took many forms, some schools focusing on pollution, recycling and tree planting while others investigated alternative energy sources, the Greenhouse Effect or the impact of feral animals on native species. Fieldwork encouraged students to explore other aspects of topics and allowed them to participate in tangible experiences that were much more effective than classroom lectures.

Where essentially homogeneous cultural populations provided the core reason for a school's existence, it was common for studies to focus on that group's heritage, lifestyle and traditions. Special assistance was provided to students from non-English speaking backgrounds, students with disabilities and rural students, the last being encouraged to visit the metropolitan area. Most schools, including those in remote areas, provided a continuing emphasis on gender and cultural equity which helped students to acquire practical knowledge and understanding of their complex social, cultural and regional environments. Some schools found that interschool general knowledge competitions increased students' interest in social and environmental studies.

The arts

The focus of government schools' activities in 1992 was upon the development of student outcome statements, coordinated with the AEC's National Arts Curriculum Project.

Curriculum development occurred in the areas of visual arts K–7, drama and theatre 8–10 and music in society 11–12; however, the apparent perceived inferior status and differential assessment of arts subjects in years 11 and 12 continued to cause concern, as did the low male participation rates.

Nevertheless, positive signs were apparent in the growing number of secondary schools either with departments focusing on the arts, performing arts or visual arts or focusing in their school development plans on establishing integrated approaches to arts education.

In 1992, students from some 70 Catholic schools participated in the system's annual performing arts festival and reflected the emphasis being given to performing arts through the continued employment of a coordinator.

Health

The Senate inquiry into physical education and sport in schools (December 1992) criticised existing provisions and made some 40 recommendations intended to improve the quality and delivery of physical education programs. The implications of these recommendations for Western Australian government schools are yet to be assessed.

However, materials were under development for use in the MSE Program in regard to physical and health education achievement and will be based on the national profile, trialling of which was undertaken in 1992. Other materials were being prepared in consultation with the State's Health Department to supplement the existing health education K–10 syllabus in the area of HIV/AIDS.

Also in conjunction with the Health Department, a project was established to develop more effective delivery strategies for health education materials to Aboriginal students and another (involving the Australian Council for Health, Physical Education and Recreation) focused on providing teachers in regular schools with support in the health education area. Implementation of prevention education material K–10, designed to assist teachers to deal more effectively with issues of child abuse and neglect, also continued.

Teaching and learning

Quality of teaching

During the 1990s, growth in the school-age Western Australian population is expected to be almost four times the national figure, and this, coupled with predicted increases in retention rates, means that significant changes in organisational structures and delivery mechanisms will be needed to maintain service quality within economic constraints.

The number of full-time equivalent teaching staff in government schools increased by 214 (1.5 per cent) to 14,674 in 1992. At the same time, the number of full-time equivalent teachers employed in non-government schools rose by 152 (3.4 per cent) to 4,654.

Table 2. School-based teaching staff(a) by level and gender, government schools, Western Australia, July 1992

	Female	*Male*	*Total*
Preschool(b)	105	—	105
Pre-primary	442	2	444
Primary	5,401	2,159	7,560
Secondary	2,873	3,294	6,167
Education support	331	67	398
Total	**9,152**	**5,522**	**14,674**

(a) Numbers shown are full-time equivalent (FTE) rounded to the nearest whole number.

(b) Government teaching staff at community preschools.

Source: WA Ministry of Education

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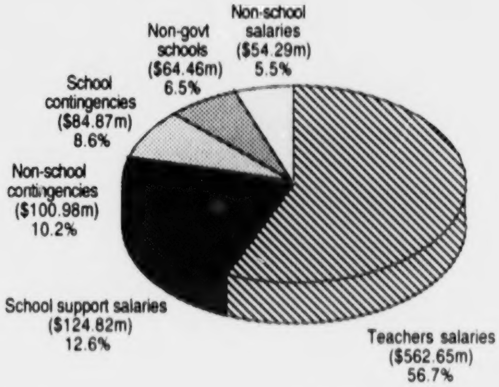
Table 3. Student–teacher ratios, government schools, including the Distance Education Centre and senior colleges, selected years

Year	*Pre-primary*	*Primary*	*Education support*	*Secondary*
1977	23.9	24.3	9.7	14.0
1982	21.2	21.7	7.9	13.2
1987	19.6	20.3	6.2	13.0
1992	18.0	18.7	4.9	12.6

Source: WA Ministry of Education

Figure 2. Ministry of Education, major expenditure items, 1991–92



Note: Total (excluding capital works) is $992.07m.

Source: WA Ministry of Education

Figure 2 indicates that 56.7 per cent of total expenditure was committed to teachers' salaries ($562.65 million), explaining the importance of maximising the effectiveness of the teaching force. A major mechanism for quality improvement is the devolution process, which is closely linked to improvements in student outcomes and greater school-level responsibility and accountability.

Staff selection

The number of graduate applicants for teaching positions with the Ministry remained relatively stable, but increased competition continued to affect employment prospects. Difficulties continued to be experienced in staffing some inland country locations, particularly with suitably qualified teachers in secondary specialist areas such as mathematics, science and Asian languages. The present limited employment opportunities are considered temporary. The projected growth in secondary enrolments, combined with increased retention in the post-compulsory years and the introduction of optional full-time schooling for 5-year-olds, should mean a significant increase in teacher demand.

All promotional appointments to schools Levels 3 to 6 were made according to merit, as were appointments to acting or relieving positions, key teacher appointments and some limited tenure appointments. Service requirements were removed from eligibility conditions to increase the pool of applicants and enhance the likelihood of selecting the most suitable person for the job. Merit promotion was reviewed in 1992 and, while numerous recommendations were made for the refinement of the system, support for its continuation among teachers was virtually unanimous.

The Job Analysis Project, which commenced in 1990, completed its intensive phase at the end of 1991 and, during 1992, undertook analysis of regular and specialist classroom teacher positions and Education Act positions in the central and district offices. This involved the circulation of a questionnaire among some 5,000 teachers to seek their views on work tasks and relevant skills and abilities. As a result, roles and responsibilities statements were prepared.

The Advanced Skills Teacher (AST) (Class 1) classification was introduced in June 1992 and is expected to allow the Ministry to retain larger numbers of competent and experienced teachers in classroom teaching duties. School management teams are directly involved in the selection of these teachers. Associated with this was the provision of the opportunity for three-year trained teachers to access higher salaries and AST positions on the basis of extensive experience and teaching skills.

Under the Commonwealth's Award Restructuring Assistance Program (ARAP), Western Australian education authorities received $12.9 million. Of this amount, the government sector received $6.4 million while the non-government sector received $6.5 million.

The Catholic Education Commission continued to provide scholarships (15 in 1992) to attract graduates prepared to teach in rural and remote areas, and a secondment program, designed to augment this initiative, also provided experienced teachers to country schools.

The commission endorsed policies to promote equity in the selection and appointment of staff in promotional and other positions.

Professional development programs included:

- accreditation programs for new teachers, religious education coordinators, new principals and others in leadership positions;
- in-service courses in a range of primary and secondary curriculum areas;
- induction programs for school board members;

- a peer review process for primary and secondary principals.

Professional development and training

Important Ministry initiatives during 1992 included:

- provision of a range of district office curriculum and school development support activities;
- training for non-school representatives on school decision-making groups to assist them to understand and carry out their role;
- availability of programs provided on a cost-recovery basis by the Professional Development and Training Unit and aimed at improving the quality of teaching and learning;
- conduct of a school leadership development program (including a 1992–93 summer vacation module) for staff in promotional positions in Level 3 to Level 6 schools to develop their leadership perspectives in directions consistent with Ministry priorities;
- participation in the Schools Professional Development Consortium (a joint project of education providers and universities), which offered university facilitation, leadership and consultancy support to schools;
- provision of central support for teacher development activities relating to First Steps, Stepping Out, FAST TRACK, In Step and the new year 11–12 physics course;
- continuation of a range of scholarships, exchanges, industry placements, incentives for initiatives pursued during school vacations or general research and the opportunity for teachers to defer a portion of salary annually to accrue sabbatical leave;
- training for school staffs in financial planning and management.

Teaching contexts

As part of the commitment to achieving greater flexibility and diversity in schooling provisions, two government senior high schools were selected to move toward full senior campus status by 1994 and offer a broad range of programs to full-time and part-time year 11 and year 12 students only.

Another initiative was the use of telematics (integrated telecommunications, interactive computers and facsimile technologies) to provide learning at a distance for post-compulsory students. The trial delivery of year 11 and 12 courses to Jerramungup District High School from the Distance Education Centre was undertaken late in 1991 and provisions were extended in 1992 throughout the Esperance education district and to several schools in the Moora and Kimberley districts. A Learning Centre Network linked Kununurra, Derby, Broome and Perth in a cooperative venture among the Ministry, TAFE, the Office of Higher Education and Australian and Overseas Telecommunications Corporation.

Independent schools employed a wide range of technologies, including computers and computer-related facilities; language and science laboratories; and audiovisual, communications and photographic equipment; as well as trade and domestic appliances. These technologies often formed the bases for elective units as well as supporting cross-curriculum learning and school administration.

Most schools computerised their financial, staff, student and library records and communications systems. A significant number of teachers used computers to produce instructional materials and to store data.

Where technology-sharing arrangements were practicable, schools established linkages with related schools and administrative staff to access colour photocopiers and specialised computing facilities.

In-service courses focused on developing of information technology skills among teachers and administrative staff.

Developments associated with teachers

In November 1992, the State School Teachers' Union filed an application with the State Industrial Relations Commission for a new award for teachers that would include all existing conditions of Ministry and TAFE teachers as well as some matters claimed to be 'public sector standards'. No decision had been handed down by the commission by the year's end.

Other issues of note relating to teachers in the government school system included:

- continuation of the remote schools country incentive package, which provided an additional salary allowance and extra professional development time and associated entitlements for teachers in 37 remote schools;
- further consideration of the concept of a remote teaching service;
- radical restructuring of the central office Personnel Directorate to improve service delivery and planning for the replacement of manual personnel systems;
- negotiations for staffing of the optional full-time educational provision for 5-year-olds in 1993, involving the Teachers' Union and the

Australian Liquor, Hospitality and Miscellaneous Workers Union, as coverage of pre-primary teachers was shared between the unions.

Educational initiatives with significant impact on the teaching service included the following:

- Aboriginal studies—Some 37 secondary and two primary schools participated in the program, for which the K–7 syllabus was completed and trialled in 25 schools; five units for years 8–10 were prepared. The Aboriginal Studies Project, developed in consultation with Aboriginal community groups throughout Australia, also continued with the process of publishing a trilogy of major teacher reference books.
- First Steps—The project supported schools in assisting students to make measurable progress in literacy through the provision of workshops and seminars and resources, including developmental continua in spelling, writing, reading and oral language that enabled teachers to assess, record, monitor and report on children's literacy development; teaching strategies modules; student concept keyboard software and overlays and recording and monitoring software, and mathematics materials for use in conjunction with outcome statements. Support materials for parents were also provided. In 1992, First Steps was favourably evaluated by the Australian Council for Educational Research (ACER) and endorsed by a Federal parliamentary select committee on literacy.
- ELAN—This project supported First Steps in its application to the needs of Aboriginal students and aimed to extend teachers' understandings of their literacy and numeracy needs; assess, monitor and report on their achievements; develop or adapt resources that will enhance students' skills and understandings; and encourage wider participation by Aboriginal parents in their children's education. In 1992, some 33 schools were involved in ELAN.
- Stepping Out—About 1,200 primary and secondary teachers participated in this program during 1992, its second year of operation. In improving literacy and learning outcomes in years 6 to 10, Stepping Out centred on a professional development program, delivered in 15 education districts in 1992, that provided teachers with the language knowledge, skills and strategies to use in major subject areas and aided the incorporation of literacy strategies into school development planning. A professional development package was published and support materials in mathematics, social studies and art completed.
- Monitoring Standards in Education—This was a key element in the Ministry's quality assurance program and provided the central office, teachers, parents, community and government with information about standards of student performance in government schools. It commenced in 1990, with assessment of performance at years 3, 7 and 10 in English and mathematics. These learning areas were reassessed in 1992, the exercise involving some 13,500 students. The cycle will be extended to other major learning areas from 1993, when science will be assessed.

Data from 1992 was analysed by ACER and mapped onto an achievement continuum. This involved gauging students' performances using a standards framework based on the national profiles. Schools may use MSE assessment materials to make comparisons with system-level standards.

National Project on the Quality of Teaching and Learning

The involvement of seven government schools in the National Schools Project of the National Project on the Quality of Teaching and Learning (NPQTL) continued in 1992 and has already provided useful information about the ways in which the work organisation of schools can be modified to improve student learning. The project will be expanded in 1993 to include schools already involved in a similar process.

Resourcing schools

Government schools

Recurrent and capital funding for government schools was the responsibility of the Ministry and included allocations from Commonwealth recurrent and capital assistance programs. All funding requests were considered by the State Treasury, which recommended budget allocations through the Government's Expenditure Review Committee. Recurrent funding for new programs, while limited, was allocated in accordance with overall State Government policy and priorities frameworks in accordance with Cabinet decisions. The capital works budget was also determined by government priorities and assessment of community needs.

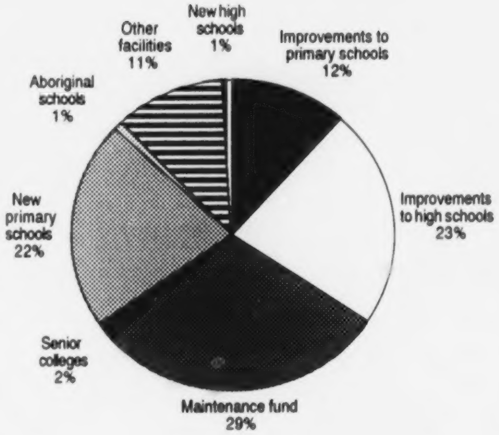
The recurrent resourcing of government schools was formula driven, being based primarily on the number of students and the level and type of education being undertaken by a particular school. Teachers and ancillary staff were allocated in accordance with student enrolments and class or form numbers in each school. Cleaning, gardening and support staff were allocated according to the physical requirements of the school and recurrent costs of a non-salary nature were allocated either according to student numbers or, in the case of utilities, on the basis of historical consumption levels. Special additional staffing and contingency funding was provided to schools enrolling students with special needs, such as education support schools, remote Aboriginal schools and schools with students with physical or learning disabilities.

Table 4. Government schools, capital works expenditure, 1991–92 ($)

New high schools	1,025,000
Additions and improvements to high schools	19,208,000
Additional stages, high schools	*3,759,000*
Improvements, high schools	*9,320,000*
Improvements, district high schools	*5,192,000*
Improvements, agricultural schools	*937,000*
Senior colleges	1,625,000
New primary schools	18,330,000
Additions and improvements to primary schools	10,113,000
Additional stages, primary schools	*5,085,000*
Improvements, primary schools	*5,028,000*
Maintenance of schools	24,389,000
Other school facilities	8,886,000
Special Aboriginal Program	893,000
Total program	**84,469,000**

Source: WA Ministry of Education

Figure 3. Government schools, capital works expenditure, 1991–92 (per cent)



Source: WA Ministry of Education

Capital works expenditure in 1991–92 on new schools, improvements and additions to existing schools and asbestos rectification programs totalled $84.47 million, apportioned as shown in Figure 3.

The salaries of all full-time, part-time and casual staff were paid by the central office. However, as part of the devolution process, there was a gradual increase in the funds made available directly to schools for contingencies, teacher relief and professional development, these school grants amounting to some $35 million in 1992, plus $3 million associated with the Utilities Management Program (see below). In order to assist schools to make the most effective use of these devolved decision-making and financial responsibilities, appropriate policies and guidelines were released.

Per capita recurrent expenditure on government schools has increased gradually (see Figure 4), although the impact of the recession, low inflation rates and salary increases has tended to minimise overall growth since 1989–90.

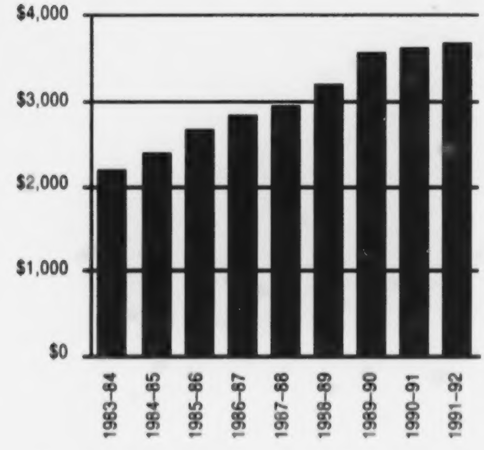
Recurrent funding to the Ministry in 1991–92 was $992.1 million, including $100.4 million from the Commonwealth. In all, Ministry funding accounted for 19.4 per cent of total State Government Consolidated Revenue Fund expenditure. In 1991–92, the capital works program amounted to $84.469 million, with the Commonwealth contributing $20.91 million under its capital program for schools.

In continuing the policy of devolution, the Ministry has progressively incorporated within the school grant budget elements formerly controlled within the central office on behalf of schools and many of the non-salary costs previously met by the central office are now included in the grant.

Since 1991, the Ministry has operated a Utilities Management Program, which involves the transfer of funds to schools to manage electricity, gas, oil, fuel, water, telecommunications and postage consumption and allows them to utilise a proportion of savings achieved; 39 schools in three education districts participated in 1992.

Per capita recurrent expenditure on government schools has increased in unadjusted terms (see Figure 4).

Figure 4. Government schools, Western Australia, per capita recurrent expenditure, selected years



Source: WA Ministry of Education

Non-government schools

Recurrent funding to schools in the Catholic sector came mainly from Commonwealth general recurrent grants, State per capita grants and private income, of which school fees formed the major portion. The financial operation of individual schools was the responsibility of the school boards, with a monitoring role being performed by the Catholic Education Commission, which was also responsible for the allocation, on a needs basis and in accordance with Commonwealth policies, of Commonwealth capital grants in its role as Block Grant Authority. Capital funding was made possible by the significant contribution of funds and voluntary assistance by individual school communities, Commonwealth capital grants and the State Government's Low Interest Loan Scheme, administered by the Ministry of Education.

Independent schools were assisted by Commonwealth general recurrent grants, State per capita grants and private income, mainly fees. Additional recurrent income was provided by Commonwealth specific purpose programs. Capital funding derived from school communities, Commonwealth capital grants and the Low Interest Loan Scheme.

In 1992, an increase of 2 per cent was provided in the non-government pre-primary State per capita grants, bringing total assistance through per capita grants to $57.4 million in 1991–92. In addition, the State Government provided significant support through student transport arrangements, school stocks, school psychologist services, curriculum materials and assistance for students from low socioeconomic status backgrounds.

In 1992, the Commonwealth contributed $109.18 million to non-government schools in Western Australia. Of this amount, Catholic systemic schools received $63.95 million and other systems and independent schools received $45.23 million.

Capital funding for the non-government sector was provided from Commonwealth capital grants, State government low-interest loans, each school's private income and, in the case of the Catholic system, co-responsibility building funds. State Government low-interest loans amounted to $21.4 million in 1991–92 and were the major source of assistance for capital works.

The Commonwealth's schools programs operate on a calendar-year basis. During 1992, Catholic schools in Western Australia received $5.859 million in Commonwealth capital funds. Similarly, in 1992 independent schools in Western Australia received $1.974 million in Commonwealth capital grants.

TASMANIA

Priority objectives for 1992

There are three types of schooling available in Tasmania: the government system; Catholic schools, comprising 29 systemic schools and 8 non-systemic schools; and a range of independent schools. They are referred to as government schools, Catholic schools and independent schools. In all systems, kindergarten precedes the preparatory year, although not all Catholic and independent schools offer kindergarten. Compulsory schooling starts at year 1.

In government schools, students attend primary school (kindergarten to year 6), high school (year 7 to year 10) and then proceed to college (year 11 to year 12). In some country areas, students attend district high schools which range from kindergarten to year 10.

Government schools

During 1992, a second ten-year strategic plan was issued, covering the period from July 1992 to June 2002. The plan sets out the department's mission, its values and principles, goals and priority tasks.

Priority tasks to be achieved by June 1993 include:

- review of the policy for students with disabilities requiring special education resources;
- establishment of a policy relating to sponsorship;
- adoption of the Commonwealth's Good Schools Strategy initiative;
- establishment of requirements relating to educational accountability in schools;
- development of a policy to link kindergartens to existing primary schools;
- definition of the role and function of school councils;
- development of procedures for annual reporting to the school community;
- provision in schools, colleges and the department of an integrated and cohesive approach to quality teaching and learning, kindergarten to year 12;
- establishment of educational outcomes policy;
- development of industry–business links in education.

By the end of 1992, as this chapter indicates, a number of these tasks were already completed.

The Common and Agreed National Goals for Schooling in Australia form part of the strategy plan and, as such, are integral in the development of all tasks. There is a strong commitment to social justice in that the department must ensure its actions are consistent with the principles of equal access, equal employment opportunity and gender equity.

Catholic schools

During 1992, the following priority areas were addressed:

- the professional needs and aspirations of principals and teachers, and the ways in which these could be met;
- increased focus on the needs of special groups within schools, especially Aboriginal people and girls;
- concentration on the two curriculum areas of mathematics and technology;
- consideration of structural changes to meet the needs of the senior secondary sector.

Independent schools

By their very nature, independent schools are generally keen to distinguish themselves from both State and other non-government schools. This leads to considerable diversity and makes generalisations difficult.

For the first time in 1992 independent schools in Tasmania fulfilled their educational accountability by participating in the *National Report on Schooling in Australia*.

The 1992 objectives of independent schools in Tasmania can be summarised as follows:

- to build the character, self-confidence and self-discipline of students as individuals;
- to involve the community in the educational process;
- to foster efficient and responsible use of community facilities;
- to provide a quality education with strong emphasis on literacy and numeracy skills;
- to stimulate achievement of individual excellence through quality instruction in a diverse range of course selections;

- to promote concern for others, non-elitism and equity and access to education for all;
- to provide a moral and ethical basis for understanding issues and decisions faced in modern life (e.g. technologies);
- frequently, to instil Christian values.

Respondent schools generally found that the Common and Agreed National Goals for Schooling in Australia provided a good overview for identifying broad educational issues and assisted schools in developing a more coherent focus for their own objectives.

Table 1. Government schools, type and enrolments, Tasmania, 1992

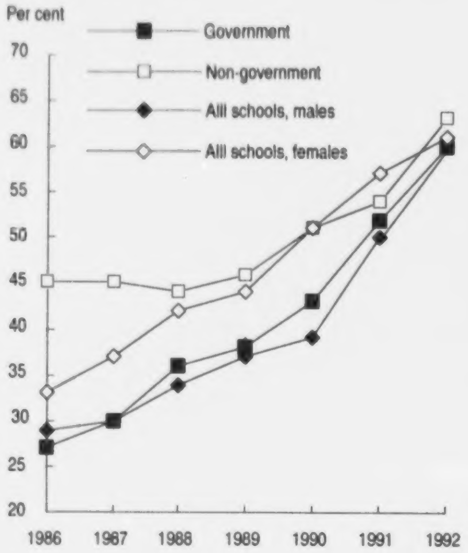
Type	*No.*	*Full-time*	*Part-time*	*Total FTE*
Special schools and units	20	674	265	754
Kindergartens (unlinked)	17	—	695	348
Primary	160	33,244	4,776	35,620
District high	26	7,305	757	7,676
High	34	17,425	47	17,464
Secondary college	8	7,065	1,674	7,561
Total	**265**	**65,713**	**8,214**	**69,423**

Source: Department of Education and the Arts, Tasmania

Excellence and equity

Retention rates to year 12

Figure 1. Year 7 to year 12 apparent retention rate, 1986–92



Source: Department of Education and the Arts, Tasmania

The highest retention rate was in non-government schools. The retention rate of males in all schools improved and was almost equivalent to females in all schools.

Issues connected with effective schools

Financial responsibility

Government schools

In 1992, discretionary funding of $38 million was provided directly to schools and colleges as cash or for supplementary staffing. There were some increases in delegation of responsibilities, particularly in the area of facilities maintenance and small minor works, where schools were able to take responsibility for projects up to a value of $20,000.

For clarity of budgeting and easier cash-flow management, the School Resource Package provided the simple vehicle through which all payments and supplementary staffing were made. A significant number of short-term replacement staff were also financed through the package.

The package aggregated various State and Commonwealth funds and included all utilities and general support funding. However, more than 20 discrete allocations remained within the package. Examples included taxi travel for special students, support for student support services officers, occasional hire of facilities and the Disadvantaged Schools Program.

Funding formulae varied. Major inputs (the general support grant and the maintenance and minor works allocations) were weighted by school type and allocated on the following basis: a base per capita grant; a socioeconomic needs per capita grant; building maintenance needs; and a rurality grant.

The index for the socioeconomic needs per capita grant was calculated for each school by using socioeconomic status derived from the national census data, together with the percentage of students in receipt of government financial assistance. Commonwealth funds were allocated by relevant committees. Energy funds were allocated on the basis of previous consumption, with a system of rewards and penalties linked to performance.

With the development of improved processes for school planning and budgeting, central controls on the use of resources were minimal.

Accountability procedures required schools to submit both an annual budget and development plan. As a quarterly financial reporting mechanism, all schools prepared a standard report on the broad revenue and expenditure categories set by the department. These reports were included in the department's annual report to the Auditor General.

Catholic schools

Funding came from three sources:

- private income, which includes fees, fundraising, sales and other similar sources;
- State Government funding;
- Commonwealth Government funding.

Application and administration of these funds has historically always been managed at the school level. The single major use for funds is in the employment of teachers who are appointed and deployed by schools.

Community participation

Government schools

A review of the interim guidelines for school and college councils (December 1991) was conducted. Responses showed that the concept of councils was overwhelmingly supported. All submissions favoured changing the Education Act of 1932 to provide councils with legal status, to clarify their powers and functions and to indemnify their members. Work began on changing the Education Act at the end of 1992.

Approximately 25 per cent of schools and colleges had established councils with constitutions approved by the Minister by the end of 1992 and many more were working towards establishing them. Councils, however, will remain optional.

Catholic schools

School and college councils and boards of management have been in existence in Catholic schools for many years. Parent participation in these organisations is high. During 1992, approximately eight schools reviewed their constitutional framework in light of changing circumstances within their schools.

Independent schools

Graduates, parents and other family members, friends, special interest groups, local town residents and businesses, staff and students were all included as part of the surveyed schools' communities.

Communities assisted with policy development, supervision of field trips and shows, fundraising, grounds maintenance and classroom instruction. Frequently, support groups were primarily responsible for organising social events for the school community. In short, respondents indicated that community members had been formally and informally involved in all aspects of running the school.

Planning and accountability

Government schools

A policy on the local management of schools was developed in 1992 for operation in 1993. It delineated management responsibilities of the centre, district offices and schools.

A new school planning document was also developed. It outlined specific requirements for schools, including linking resources to educational objectives, accountability to the local community, and reporting to parents and to the system. It coordinated planning requirements of the districts with central office and clearly established system priorities for 1993, with projections through to 1997. Schools were required to incorporate these into their triennial planning system. They were also encouraged to add local priorities through consultation with school communities and particularly with school councils.

The first working draft of the accountability policy for the Division of Education was circulated to school communities for comment. The final version will be implemented in 1993.

Issues affecting quality schooling

Tasmania's largely non-urban population, living in scattered communities, causes difficulties in the provision of consistently high-quality education throughout the State. This is particularly apparent in secondary education where there is a significant proportion of small schools, and in special education, where there are students with special needs living in isolated areas. An increasing number of socioeconomically disadvantaged groups, as evidenced by extra schools being declared disadvantaged in 1992, is the cause for some concern.

In Catholic schools, a lack of availability of trained speech pathologists reached a critical level in many places, particularly decentralised areas.

Attitudinal/perception data

Government schools

The Tasmanian Education Council is a ministerial advisory body which has a significant role in conveying community attitudes on education to the Minister. Members of the council include parents, educators and people with industry and business links. The council aims to canvass community opinion about each issue on which it provides advice to the Minister.

In 1992, the council completed a major report on rural education and the role of the district high school. Information was obtained from rural schools and their communities, and teacher and parent organisations. The council also provided advice on the future of providing certification for students leaving school at the end of years 9 and 10. In this case, information was sought from parents, teachers and the business community.

The Tasmanian Council of State Schools Parents and Friends Association continued to provide parental perception on a range of matters, particularly in areas of literacy and school councils.

Catholic schools

Two major representative bodies provide information and advice to the Catholic school community. These are the Tasmanian Catholic Education Commission and the Federation of Parents and Friends of Catholic Schools. In 1992, a wide range of matters was considered by these organisations, especially the reorganisation of the provision of secondary schooling, the need for kindergartens, and the influence of the media on young people.

Equity initiatives

The strategic plan demonstrates a strong commitment to social justice. As a result, positive discrimination is used in government schools in favour of educationally disadvantaged groups.

The development of a new admission policy was an important equity initiative. It guaranteed four years of early childhood education (kindergarten, preparatory, year 1 and year 2) to all children, removing a previous anomaly that meant only the younger half of the five-year old cohort had a preparatory year.

In the Catholic sector, an additional resource officer for Aboriginal education was appointed to work with teachers and parents, and a major review of the progress of policies and practice in girls' education was begun.

Distance education

The School of Distance Education aims to overcome potential educational disadvantage by providing programs for students unable to attend another school or college. It also provides programs in specific subjects for students in those schools that cannot offer such subjects.

During 1992, there was a growing demand for distance education to support the teaching of specialised subjects. A process was established for teaching languages other than English to full classes in several schools. Class teachers, who were not language specialists, received basic training in a language in advance of their classes. Lessons were then conducted by distance education specialists, with class teachers carrying out follow-up work.

Tutor support was provided for students who present special difficulties in regular schools. Students were either supported in a full-time home-based program or supported in dual enrolment arrangement which involved part-time attendance at a regular school.

Home education

As a result of a recommendation of the Ministerial Review of Home Education, an advisory council was established. Its role, independent of the Department of Education and the Arts, will be to monitor and provide advice on home education. The review recognised home education as a legitimate form of education, provided that certain conditions were met.

Country Areas Program

Funds were provided in 1992 to 15 cluster groups, involving 42 government schools and 2 Catholic schools.

Sharing of resources within clusters improved management efficiency and enriched programs. Examples of such sharing included a mobile big book library supporting a cluster's literacy programs, a shared science resource centre, and a shared professional development program.

Other shared programs operating within clusters included peer support, camping, sports, dance, behaviour management and supportive school environment, and parents as tutors. Music, swimming and physical education teachers, as well as artists and performances, were also shared.

Retention continued to be a major focus in many clusters and was supported by the National element of the program. Home school liaison officers worked in 10 district high schools to increase the number of country students continuing education beyond year 10. Two college counsellors were also appointed to assist and advise country students once they entered college. Still in its early stage, the project showed significant signs of success in changing attitudes of parents and students towards continuing education.

Disadvantaged Schools Program

Government schools

In 1992, an extra ten schools were declared disadvantaged, bringing the total number of schools to 106.

School funding submissions were based on social justice issues, as identified in school plans. As a result, projects were run on parental involvement, understanding and participation; literacy and numeracy skills; students' self-esteem; supportive school environments; computer-assisted learning; learning assistance and mentor programs; camping and outdoor education; and cultural, artistic and creative experiences.

Individual teacher projects, which provided funding up to $1,500, continued to be a highlight. Successful and innovative projects included a boys' motivation group; girls' participation in mathematics and science; an outdoor mural; and two special education projects on speech and nutrition and budget.

A major central initiative was a professional development program for home school liaison officers who were given training sessions in counselling and communication skills, networking, stress management and conflict resolution. The officers worked in all three programs—Country Areas, Disadvantaged Schools and Students at Risk. It was planned to offer similar training programs to teacher aides working in Country Areas and Disadvantaged Schools programs.

Strong links occurred as a result of the establishment of a single committee which had responsibility for all three programs, as well as for the literacy and learning program. Common issues were identified and connections made. The second edition of *Winners* magazine, which included successful projects from country areas and disadvantaged schools, was indicative of the growing cooperation.

Catholic schools

During 1992, five schools with a total enrolment of 1,007 students received assistance. The grant of $118,000 was expended on human resources ($31,300), other resources ($80,000), and administrative costs ($5,900). Projects focused on personal development and self-esteem, technology and education, literacy and numeracy skills, outdoor education and cultural experiences.

Students at Risk Program

Established in 1991, the Students at Risk Program continued for government schools in 1992 with two new schools added. A significant improvement in retention in those schools with students participating in the program was attributed to various factors including measurable attitude changes in parents, students and staff; more supportive attitudes to the needs of individual 'at risk' students; and greater student access to information on all aspects of college education.

A major outcome of the program has been the employment of home school liaison officers in rural secondary schools to improve retention rates of country students.

Catholic schools were notified in late 1992 that they were to be invited to join the program in 1993.

Literacy and Learning Program

The National element of the Literacy and Learning Program focused on the State identifying key principles crucial to the role of school leaders in supporting and enhancing whole-school change in literacy teaching and learning.

The General element continued to provide a group of disadvantaged schools with professional development support. A workshop program was offered again to 32 government schools and two Catholic schools. Additionally, the Key Teacher Program and the Intensive Reading Support Program, using volunteers as tutors, were offered to schools. A total of 51 schools participated in all programs.

Good Schools Project

Involving six government schools, the Good Schools Project was based on the social justice approach that the education system exists to offer all students educational opportunities and that the vast majority can be successfully catered for in schools. The project trialled and evaluated alternative educational programs involving students whose behaviour made participation at school difficult.

Particular projects focused on developing teacher and parent skills; establishing protocols and strategies for improved casework collaboration between various agencies; and researching and trialling alternative provisions for students. This included tutor support for distance education, social skills training and tailored support for reintegration into mainstream education. A range of positive outcomes was noted.

Education of students from non-English speaking backgrounds

Government schools

The English as a Second Language Program provided English language programs to 341 students in 51 schools in 1992. A total of 96 high school students and 245 primary students were supported by the program, principally through additional specialist teachers. A high proportion of students held refugee status.

The program employed bilingual teachers and assistants whenever it was practical, in recognition of both the importance of continued first-language development and the continuation of learning through the mother tongue.

The establishment of peer support programs and student participation in mainstream educational activities, such as school camps and swimming and music programs, together with the more formal learning programs, remained priorities.

Catholic schools

The General Support element of the program assisted eligible students who were identified by schools as requiring additional help with English language skills. Of the grant of $117,000, a total of $113,376 was used to provide specialist staffing assistance in schools, and $3,624 was expended on administrative costs. Assistance was provided for 163 primary and 54 secondary students.

The New Arrivals element provided assistance for ten primary and four secondary students in a total of six schools. Almost all these students were refugees, mostly from El Salvador. Grants totalling $36,638 were used by the six schools to provide intensive instruction in English.

Aboriginal education

Government schools

As part of an interdepartmental committee, the Department of Education and the Arts participated in developing Tasmania's response to the Royal Commission on Aboriginal Deaths in Custody. It is anticipated that the role will be a major one as recommendations adopted by the Commonwealth Government and State Governments are implemented.

During 1992, 2,437 Aboriginal students were enrolled, representing 3.3 per cent of all students. One hundred and fourteen were enrolled in year 11, and 36 in year 12.

Staff employed to provide Aboriginal education programs included a coordinator, a retention rates officer, three resource teachers and six home school liaison officers. In addition, part-time teacher aides delivered the Aboriginal Student Development Program to 156 primary school students during the year.

A report on retention rates was produced, followed by a draft retention strategy plan. The direct retention rate of Aboriginal students from year 10 in 1991 to year 11 in 1992 was 36 per cent which is approximately half the rate for all Tasmanian students. During 1992, only eight Aboriginal students qualified for university entrance.

The Aboriginal studies framework for curriculum developers and guidelines for Aboriginal studies were initiated. Schools were assisted in the development and implementation of locally based Aboriginal studies programs.

Home and school visits were conducted by home school liaison officers to improve communication generally and to improve access of Aboriginal students to available educational services.

Catholic schools

Two hundred and thirteen Aboriginal students were enrolled in 1992.

Considerable progress was made towards the goals of this program. Two part-time consultants were employed to provide in-service seminars and school-based workshops for teachers. Many schools commenced development of school-based curriculum in Aboriginal education. Aboriginal community members were employed to speak to students in some 50 per cent of schools, and to groups of teachers. An extensive collection of resources, both print and audiovisual, and artefacts (including Tasmanian Aboriginal artefacts) for borrowing by schools was established.

Educational provision for girls

Government schools

A revised policy on sex-based harassment was developed to encompass staff and students and accompanying draft guidelines were developed through a consultative process lasting 12 months. The guidelines were disseminated among principal groups and trialled in schools.

Schools undertook a range of activities on the issue, including running professional development programs for staff, developing procedures to deal with incidents within the school's behaviour management program, developing programs to introduce students to the policy and procedures, and sharing the information with parents. It is planned to revise the draft guidelines in 1993 following comments from a wide variety of organisations, including union groups.

An action-research project which aimed to look at the impact of romance in a range of popular cultural texts on the construction of femininity was undertaken with a group of 22 teachers from kindergarten to year 12.

The project was funded through the Gender Equity in Curriculum Reform Project. It involved several phases, including professional development and planning, information collection, reporting back and planning, and trialling activities. A final report was written which included a range of teaching activities from kindergarten to year 12 using popular cultural texts to examine the construction of femininity.

Two meetings were held in each district during the year to discuss the perceived needs of boys within the context of gender equity. Teachers from schools provided a range of ideas and suggestions for action. These ideas will be further developed and offered to interested teachers and schools to trial in 1993.

A two-day gender-equity conference was held, with approximately 130 people attending from all levels of schooling. Dale Spender was keynote speaker. Activities included a range of workshops and video sessions, as well as a public lecture.

The *Gender Equity Tasmanian Newsletter* was launched in 1992, with two editions sent to all schools. Its purpose was to provide teachers with up-to-date information on the range of gender-equity activities and programs being undertaken in Tasmania and nationally. It also reviewed and highlighted teaching resources and classroom activities. The newsletter was well received and will be increased in size in 1993.

Catholic schools

In the second half of 1992, the issue of the education of girls was again taken up by the Catholic sector in a major way. A senior teacher from a secondary school attended an interstate conference that focused on development and implementation of the national policy. This resulted in contact with all schools about current levels of activity, and meetings were planned for early 1993.

Special education

Government schools

Developed in 1991, the model of special schools as resource centres was further consolidated in 1992. The model involved a more equitable distribution of resources and allocation of staffing based on need rather than historical precedent.

Following the Commonwealth–State Disabilities Agreement which supported moves for people with disabilities to receive services in mainstream settings, the State Government agreed to provide an additional 16 teachers and 4 educational interpreters to be employed in schools in 1993.

As a result of a unanimous decision by parents and staff, a special school catering for students with physical disabilities was successfully integrated into three primary schools and one secondary school.

Working Together, written in conjunction with the Department of Community Services, was produced as the first in a series of booklets. It reflected both departments' agreed positions on strategies required to improve educational outcomes for those children for whom there is shared responsibility. Edplan, a plan specifically addressing the education of children through the planned involvement of all key parties, was the major strategy recommended.

Four further booklets on different groups of children and young people of mutual concern will be developed in 1993.

A pilot program on conductive education was trialled which combines therapy and education for students with physical disabilities into one single strategy.

All elements of Special Education programs operate in Tasmania: Recurrent and Integration Grants; Children in Residential Care; Children with Severe Disabilities and Early Special Education. Except for the Recurrent and Integration Grants element, they are joint government–non-government programs.

A review of social workers was completed which involved consultation with schools and other government agencies at all levels. Its major recommendations will result in social workers playing a more flexible role, in line with district priorities.

Catholic and independent schools

Students with a range of disabilities were integrated into regular schools during the year.

The Schools Support Non-government element supported 48 students (an increase of 50 per cent from the previous year) enrolled in 22 Catholic schools. Grants totalling $114,867 enabled schools to provide additional teachers, teacher aides and minor equipment to assist the educational opportunities for eligible students.

The Schools Support Non-government element also provided grants totalling $6,907 to provide professional development in the use of computer-assisted learning for students with disabilities, and assessment by guidance officers. These services were available to all non-government schools in Tasmania. Catholic schools also benefited from the services of a consultant for students with disabilities, employed through a grant administered by the Association of Independent Schools.

The Capital Support element provided three grants totalling $25,565 to assist with the provision of facilities, such as toilets for the disabled, and equipment at ten schools.

General and vocational education

An important priority in the post-compulsory area of schooling was the continued development of vocationally oriented subjects to help cater for a much wider range of college students. The priority was given added impetus by the release of the Australian Vocational Certificate Training System (AVCTS) Report, also known as the Carmichael Report, and the Mayer Report.

TAFE and the Department of Education and the Arts worked jointly in the preparation of a response to the recommendations of the AVCTS Report. Three pilot programs were established in government schools for implementation and evaluation in 1993. Two of the programs involve students spending part of their time at school and part in the workplace.

One Catholic school began examining the feasibility of developing a pilot project and was assisted in its investigation by the Department of Education and the Arts and the Department of Industrial Relations and Training.

If the Key Competencies of the Mayer Report are adopted, Tasmania is in a very good position to introduce them with little re-organisation of the Tasmanian Certificate of Education syllabuses and assessment processes. This is because syllabuses have been based on a set of generic competencies developed in the policy document *Secondary Education: The Future*.

Catholic schools made responses to the Mayer Report through consultation with the Department of Education and the Arts, as well as through the national Catholic Education Commission.

Initiatives in career education

Government schools

The Job and Course Explorer (JAC) was trialled in 1992 and will be fully operational in 1993. Work experience was more closely integrated with the Tasmanian Certificate of Education subjects and was mainly restricted to post-year 9 students. At Rosny College, planning was completed for a Training in Retail and Commerce (TRAC) program, which involves students spending one day each week working at Eastlands Shopping Centre in a vocational placement where they will receive training and be assessed.

Catholic schools

Catholic secondary schools continued to offer work experience in years 10 to 12 as one means of preparing students for post-school life. Designated careers counsellors in each school also provided a range of activities, including visits to workplaces and resource centres, trial interviews and invited speakers. Some schools began integrating such opportunities to a greater extent into health and personal development programs as a broader approach to the transition to adult life in the community.

Independent schools

Surveyed schools offered work experience to students at least once between year 9 and year 12. Generally, one week per annum was scheduled, with options to engage in additional ongoing community service or separate work experiences. Employer feedback reports contributed to student career counselling and guidance. Students not continuing their studies found work experience especially valuable.

Counsellors attributed a number of trends to work experience, including student choice of a broader range of careers, a decrease in the influence of stereotypical roles and increased casual employment. Parental and staff assistance in placing students enabled schools to overcome the reluctance displayed by some employers.

School–TAFE links

Government schools

Credit transfers, developed during 1991, resulted in the endorsement of a large number of Tasmanian Certificate of Education subjects to provide students with credit for units of TAFE courses. In 1992, all colleges were involved in establishing credit transfer agreement for some of their subjects, and in 1993 a large number of students will be studying subjects that will give them advanced standing in TAFE courses.

Independent schools

Links with TAFE by surveyed schools were established largely through direct interactions between students, staff and the institutions concerned. Accessibility varied from 'easy' to 'difficult', with geographical proximity of TAFE institutions often correlating to ease of access and thus to the existence of links.

During 1992 several schools hosted guest speakers from TAFE institutions and a number of schools encouraged attendance at a TAFE-sponsored employment expo for high school students.

Links with tertiary institutions and businesses were developed primarily as a result of personal contacts of parents and staff. In addition, participation by institutions and businesses in special programs gave disabled students access to technical/trades equipment. Part-time teachers were an especially useful source of contacts.

Transition to tertiary education

The transition rate for 1991 to 1992 from year 12 direct to higher education was 36 per cent. A further 16 per cent of the 1991 year 12 population transferred directly to a TAFE course, indicating a 3 per cent increase in direct enrolments to tertiary education compared with the previous year.

Tasmanian students continued to show delayed entry to higher education. A further 13 per cent of new undergraduate students to the University of Tasmania were students who had completed year 12 before 1991. In addition, students with TAFE qualifications comprised 5 per cent of new undergraduate enrolments at the University of Tasmania.

With the introduction of the Tasmanian Certificate of Education into secondary colleges, procedures for university entrance changed. Although satisfactory achievements in only four subjects endorsed by the university will be required to matriculate, most faculties imposed quotas. As a result, awards in five endorsed Tasmanian Certificate of Education subjects will be combined to produce a tertiary entrance score for course selection purposes.

Areas of student learning

A major development initiated in 1992 was the *Framework for Curriculum Provision, K–12*. It is intended that the framework will become the department's central reference point to guide decision making about the curriculum. It will draw together State policies and emerging national directions. By outlining the requirements for balanced learning programs from kindergarten to year 12, it will create a common structure for the review and development of education programs.

The Tasmanian Certificate of Education

The Tasmanian Certificate of Education is issued by the Schools Board of Tasmania. It is a single certificate with criterion-based assessment procedures showing students' achievements from year 9 until they leave school.

In 1992, the Tasmanian Certificate of Education entered its final phase of implementation with its introduction into years 11 and 12.

After studying Tasmanian Certificate of Education syllabuses in years 9 and 10 at high school, the 1992 year 11 cohort was the first group of students to study them in the colleges. A large number of these year 11 students chose one or more subjects designed for study in year 12. There were very few problems with both the teaching and criterion-based assessment of the new syllabuses. This was attributed to the preparation students received at high school and to the professional development of college teachers throughout the previous three years.

Syllabuses designed to help students prepare for entry into TAFE were approved in 1992 for accreditation towards subsequent TAFE qualifications. For students wishing to enter university, over 40 syllabuses were approved by the University of Tasmania for entry from 1993 onwards.

All education systems operating in Tasmania have been involved in the Tasmanian Certificate of Education syllabus development and assessment procedures.

English

Government schools

Tasmania endorsed both the changes made to the national profile in late 1992 and the thrust of changes made to the national statement.

New Tasmanian Certificate of Education syllabuses for years 11 and 12 were used for the first time in 1992. Competency-based, the syllabuses highlight a concern for the development of confident, effective language use. In cooperation with the Schools Board of Tasmania, they will be reviewed to ensure consistency between them and the national statement and profile.

English is taught in heterogeneous groups to year 9, and many students are taught heterogeneously to the end of year 10 or 11, with teachers making provision through collaborative negotiated learning for the needs of individual students.

During 1992, literacy was identified as a priority area for the three-year period 1993 to 1995. To support this priority, *Learning to Read and Write, From Theory into Practice: Critical Principles for Teachers* was developed and published. It is aimed particularly at teachers working in government schools with responsibility for the early years of schooling. Its main purpose is 'to refocus and re-direct teaching and learning strategies towards an active, detailed and interventionist approach to the teaching and assessment of reading and writing' (*Learning to Read and Write*, p. v).

The book draws on up-to-date research evidence from a wide variety of sources and does not advocate any single theoretical perspective.

Further support in 1993 will include the formulation of a new literacy policy, development of literacy outcome statements for kindergarten to year 6, which will complement the ideas and principles of *Learning to Read and Write*, and the establishment of a literacy implementation team.

Languages other than English

Government schools

While there was an increase in the number of secondary enrolments, there was a decline in the actual number of students taking a language (i.e. 27 per cent of total secondary enrolments). Although an increasing number of 'taster courses' were offered, the data suggest that participating students are not continuing with language study.

For the first time since records have been kept, the number of students taking an Asian language (53 per cent of languages other than English enrolments) has exceeded those studying European language. There was also a significant increase in the number of primary schools offering a Languages other than English Program, with about 58 per cent of students at this level taking an Asian language.

A comprehensive networking system was developed statewide to facilitate curriculum planning across the K–12 continuum. Important information was gathered to be used to develop appropriate models for the increased number of primary schools wishing to undertake programs.

A policy review of languages other than English continued and the State was involved in the development of the national statement.

Close collaboration between all three systems of education was maintained.

Catholic schools

Languages other than English offered included French, German, Italian, Indonesian and Japanese. There was continued evidence of growing involvement in languages other than English teaching in primary schools.

A major difficulty for Catholic schools continued to be the lack of availability of both appropriately qualified teachers and suitable courses for the re-training of teachers.

Independent schools

Schools surveyed offered French, Indonesian, Italian and Japanese. Some integrated language studies into the curriculum while others offered language studies as an after-school activity. Students' appreciation of cultures and languages was frequently enhanced through units of cooking, geography, traditions, history and songs of the countries concerned.

Boys' participation in language studies increased, especially in gender-segregated schools. Some schools offered extended studies, such as acting, to gifted students. Efforts were made to make languages more accessible to the deaf and physically disabled. Most schools offered extra assistance to any student experiencing difficulties with language comprehension.

Science

Government schools

The teaching and learning of science was established as a priority area, complementing the emphasis in 1991 of syllabus redevelopment, years 9–12.

The focus in 1992 was on years 7 and 8 but will be extended over the next three years to cover kindergarten to year 8.

A communication network of science teachers throughout the State was established to provide a basis for professional development programs which, while being centrally supported and initiated, encouraged self-direction and local ownership. A specific initiative was the identification by each educational district of key schools in science with a responsibility to lead science education discussions in districts.

New Tasmanian Certificate of Education syllabuses were introduced into years 11 and 12. Applied science catered for all students in that its syllabus provided a framework allowing for a large range of possible courses.

Consultation in the development of the national profile continued.

Science activities were arranged in districts during the year. Schools in the Derwent District were treated to a science expo, organised and staged at Abbotsfield Primary School by teacher John Sheppard, a national winner in the 1991 BHP Science Teacher Awards. Students from visiting schools had hands-on experience of a wide variety of scientific exhibits and equipment. Class members hosted the visitors and shared the experience with them.

Independent schools

Access to science was improved in several schools by the employment of a specialist science teacher. Excursions to mines, forests and other relevant sites extended students' appreciation of current issues in science. Additional topics explored included rural problems, the effects of pesticides, forestry management, recycling and biological controls.

There was special emphasis on providing equitable access to both boys and girls. Gifted students were encouraged to join the Double Helix Science Club, to attend science summer school, or to carry out in-depth analyses of local industrial/rural scientific issues. Extra time and a more 'hands on' approach was provided for students who needed it, especially for those with impaired motor skills.

Technology

Government schools

Technology was identified as a key area of learning by the Australian Education Council and as a key area of competence in the report *Young People's Participation in Post-Compulsory Education and Training*.

Tasmania played a major role in the preparation of the national statement, national profile and community statement. To facilitate their dissemination, a national body, Technology Education Federation of Australia (TEFA) was formed. As part of its dissemination brief, it conducted a statewide seminar on the national statement.

Primary schools developed technology programs in response to the identification of technology as a field of learning in the policy document, *Our Children: The Future* (1991). Many of the programs were outstanding, meeting all expectations described nationally.

A Commonwealth-funded schools refurbishment program targeted the development of design centres and technology laboratories in seven secondary schools. Plans of the refurbished facilities will be collated as a resource for other schools envisaging redevelopment. Curriculum change was also an essential part of the refurbishment program.

Electronics became an increasingly popular option for students. The Electronics Educators Association of Tasmania was established, providing teachers with exemplary workshops to assist in their professional development.

The transformation of technical drawing into design graphics continued with the development of new syllabuses in computer graphics and design.

Credit transfer was developed for the Tasmanian Certificate of Education syllabuses of applied power technology, automotives, design in metal, electronics and applied science. Operating in 1993, students will gain credit in national training modules and TAFE modules.

New resources developed for teachers, included *Outer Space Challenges* and a design folio. The folio is a pro forma to assist students and teachers document the process of designing, making and appraising.

Teachers supported a range of technology professional development workshops. Robotics, computer graphics, design, and dissemination of the draft national statement and national profile were offered.

Catholic schools

In the development of the national statement, a teacher was seconded part-time from a secondary school to help coordinate responses and to highlight curriculum developments for schools.

Schools reviewed their current facilities in the industrial arts. Two have constructed new, well-equipped buildings for this curriculum area. At the same time, a number of schools began investigating the use of computer technology in the design graphics area, and in library administration.

Independent schools

Technical studies were emphasised in years 7 to 9 by respondent schools. Generally speaking, computing was viewed as an extra to the standard curriculum and was thus either integrated into other learning areas or not emphasised at all.

Some schools ran weekly small group workshops for skills development in technology. In these schools, supervised weekend access was provided to workshops and students were encouraged to undertake design and building projects. Excursions to a newspaper, local CSIRO facilities and a timber yard expanded students' exposure to applications of technologies.

Most schools had an open-access policy for technology courses. Some schools trialled single-sex course sessions to see whether this enhanced opportunities for girls.

Computer-aided learning and extra instructional materials extended access for gifted students as well as those requiring extra learning assistance. Smaller learning groups facilitated quicker assimilation of requisite skills. Subsidised prices and donations helped the economically disadvantaged, but some schools struggled to find the financial support needed to provide adequate exposure to modern technologies.

In the application of technology, computers and other electronic technologies were generally integrated into all aspects of schools. Several schools provided some access to information technologies but preferred to emphasise life skills and academic studies in instructing students. The technologies adopted were used to enrich studies in graphics, design, machining, woodwork, science, art, textiles, music, languages, mathematics and Biblical studies. Some schools emphasised the applications of technology to production of projects, presentation of work and joint teacher–student ventures which produced marketable items.

Academic staff, on the whole, became computer literate and many used information technologies to develop lesson plans and handouts, as well as for planning and record keeping. Some staff conducted training in computer skills for their colleagues.

During 1992, administrative functions were computerised in most schools. In addition to the now standard practice of computing resources for financial and student record keeping, scheduling/budgeting and planning, many schools produced all written communications and marketing literature using desktop publishing resources.

Facilities were shared between related schools and the Tasmanian Media Library lent audiovisual equipment. Some development of sharing arrangements between neighbouring schools was achieved.

Some schools sent their teachers to specialist seminars and encouraged industry links, as well as sharing training amongst related schools. However, generally schools relied heavily on computer consultants/suppliers for provision of basic skills training.

Mathematics

Government schools

Involvement in the development of the mathematics profile continued by responding to draft material and by teachers trialling processes. In addition, Tasmania collaborated with Curriculum Corporation in the Chance and Data Project.

The national statement continued to be a significant resource for the development of K–8 mathematics guidelines. Closely aligned with the national statement, the guidelines adopted the same five content strands.

By the end of 1992, the overview booklet, *About Teaching and Learning Mathematics*, as well as material on pattern and algebra and number strand, were completed. The remaining sections on chance and data, space and measurement are to completed during 1993.

A mathematics curriculum implementation team was established in 1992 to begin work in 1993. Its focus will be kindergarten to year 8.

New Tasmanian Certificate of Education syllabuses for years 11 and 12 were used for the first time.

Numeracy testing

Numeracy testing for all students aged 10 and 14 has been conducted by the department for all government schools since 1975. Schools from the Catholic education system have also participated in the program, but their results have always been analysed separately.

The numeracy test for 10-year-olds (referred to as the 10N Test) administered in 1990 detected the first statistically significant decline in performance at either the 10- or 14-year-old level since the testing program began in 1975. A research study initiated to investigate possible causes for the decline concluded that there was no obvious single causal explanation, and pointed instead to an amalgam of complex social and pedagogical factors which may have impinged upon student performance.

It was resolved to run another 10N Test program in 1992—two years earlier than scheduled. The findings from the 1992 10N Test generally reflected those from the 1990 test, although a marginal improvement in performance was detected over the 14 items in common between the two tests. The difference was not statistically significant.

A strong association was again found to exist between the performances of schools and the socioeconomic status (SES) of their neighbourhoods, with those in high SES areas generally registering better performances and those in low SES areas generally registering poorer performances (schools in areas of moderate SES, as might be expected, generally had performances of an intermediate level).

There was no difference between the average score of the boys and that of the girls on the test.

Table 3 provides figures which illustrate the trends in performance on the 10N tests over the period 1975–92. For ease of comparison, the information has been converted to indexes of performance which are based upon setting the 1975 State mean score to an index figure of 100.

Table 3. Student performance trend—10N Test, 1975–92

Year	*Performance Index*
1975	100.0
1977	99.8
1979	100.5
1982	100.8
1986	101.4
1990	95.5
1992	97.4

Source: Department of Education and the Arts, Tasmania

Catholic schools

Mathematics was made a major focus, particularly by the following initiatives:

- A series of seminars was conducted for teachers from preparatory year to year 8, using the national statement as a catalyst. Almost 100 teachers attended the seminars, which were conducted by a primary teacher seconded part-time from a school specifically for the purpose. The aims of the seminars were to highlight the major components of the national statement, as well as to work on the development of general resource materials for mathematics.
- Catholic schools collaborated with the Department of Education and the Arts in a further administration of the 10N Test.

Studies of society and environment

Government schools

Development of the national statement and profile continued. Teacher and interest groups participated in a review of the statement and Tasmania was represented on the writing teams of both the statement and the profile.

The learning area was not funded as a high priority, but several schools began a whole-school review of their curriculum. Professional development focused on the assessment of cooperative learning, inquiry processes and critical reasoning. Two visitors from the United States of America worked with high school and college teachers to develop materials and teaching strategies for developing citizenship.

Non-government agencies continued to offer professional development activities which were highly valued by teachers and relevant to several syllabuses.

Australia in Asia and the Pacific, a Tasmanian Certificate of Education syllabus for years 11 and 12, rapidly gained popularity amongst students.

Work-related studies, while occupying a separate learning area in Tasmania, for the purposes of this chapter has been grouped under studies of society and the environment and also under general and vocational education. Work-related studies includes business studies, home economics, student enterprise, a number of work related subjects and career education.

In the area of work-related studies, an upgrading of computers in schools continued, together with associated professional development for teachers. Tasmanian Certificate of Education syllabuses were offered to years 11 and 12 for the first time in retailing, public relations and tourism studies. The increasing importance of technology to home economics was demonstrated at the annual conference of home economics teachers. Speakers highlighted the growing awareness of technological change, its implications for schools and the new directions envisaged nationally for the foods and fabric curriculum.

Independent schools

Observational abilities of students were improved through excursions to survey the impact of humans on the environment and observe the ecology of the forest and landform studies. Research skills were developed through investigations into pollution, consumer and social issues, while environmental awareness was raised through tree planting and recycling programs.

Topics in these learning areas were open to all students. In some schools, gifted students were selected for participation in student exchange programs and encouraged to pursue advanced levels of investigation and experimentation.

Flexible topics selection, adapted work assignments and individual assistance were used to encourage successful learning by students with special needs and disadvantaged students. Parental involvement provided support, motivation and extra feedback, which facilitated learning.

The arts

Government schools

The arts comprise music, dance, drama, media, and art, craft and design. Recent policy acknowledged the contribution the arts make to the development of each student's general capabilities by mandating involvement of all students in this learning area during the compulsory years of schooling. It is accepted that specialisation will occur in the latter years.

The national statement and profile provided a vehicle for the re-development of guidelines, kindergarten to year 8, and the review of Tasmanian Certificate of Education syllabuses, years 9 to 12. New Tasmanian Certificate of Education syllabuses for years 11 and 12 were offered for the first time.

The Artists-in-Schools Project was reorganised on a district basis and became totally funded by the Department of Education and the Arts. District committees managed the resource allocation according to local needs and priorities.

The project aims to provide greater collaboration between schools and local artists. It explicitly connects individual school programs with the world of practising artists in the wider community, benefiting in the process both students and artists, as well as the general profile of the arts. Evidence suggests the relationships

Music is a feature in Tasmanian schools, and particularly so at Ogilvie High School. During 1992, 400 Ogilvie High School students presented a concert to capacity houses. Six different choirs provided a variety of choral music and each program featured the concert band, school orchestra and numerous ensemble items.

between schools and artists extends well beyond the funded life of the program and those students involved in projects continue their involvement with the arts after they leave school.

Achieving excellence in music continued to be encouraged through secondary music scholarships.

Health

Government schools

The components of this learning area are health education, physical education and outdoor education.

Health education is compulsory for all years of study from kindergarten to year 10. Students in years 11 and 12 have a range of syllabus options that enable them to continue their involvement in health education. The role of the health coordinator within each school is seen as important for the consistency of the program.

The continued thrust in 1992 was to ensure the central role of the teacher in the program, with the work of other groups and agencies playing a supportive role. This process provides students with a coherent health message as well as optimising opportunities for teachers to have an impact on student decision making and the development of positive attitudes.

Professional development for teachers of kindergarten to year 12 in human sexuality (including STDs and HIV/AIDS, and drug education) was carried out in conjunction with the Department of Community and Health Services.

Tasmania has specialist physical educators in approximately 90 per cent of its primary schools. All have a compulsory swimming and water safety program for years 3 and 4.

All secondary schools have specialist physical educators as well as good facilities, enabling comprehensive programs to be conducted.

The place of sport in the school curriculum was clarified in 1992. Community sporting organisations took the lead in accepting the prime responsibility for offering opportunities for participation in junior sport. This has provided clearer sporting pathways for students and has also eliminated costly duplication. Student participation rates in sport showed a steady increase.

A range of outdoor education syllabuses for the Tasmanian Certificate of Education in years 11 and 12 proved very popular.

Catholic schools

Following the work from 1991 in the area of Christian education for personal development, a special committee was reconvened to address the issues of student self-esteem and lifestyle issues in a Christian context. The committee undertook to find ways in which teachers and parents together could be better resourced to address issues of sexuality, lifestyle and responsibility with their children.

Teaching and learning

Aspects affecting the quality of teaching

Recruitment and selection

The Department of Education and the Arts participated in the graduate recruitment campaign for the Tasmanian State Service and was able to offer 20 positions to graduates. A number of other classroom teacher vacancies were filled by the appointment of existing temporary staff. The majority of appointments for 1992 were in the fields of mathematics, generalist primary, science, special education, English and information technology.

The range and quality of applicants was high. All appointments were made in accordance with the merit principle, as established in the Tasmanian State Service Act.

Remuneration and conditions

On 30 November 1992, the Tasmanian Industrial Commission issued a decision which determined a salary increase and changes to conditions of employment for all government teachers. The decision awarded a salary increase of approximately 11 per cent with the new maximum of the four-year trained teacher scale being $38,950 per annum.

In relation to conditions of employment, the Tasmanian Industrial Commission determined that:

- the teacher year be increased by five days per annum for such purposes as professional development, curriculum development and planning;
- the timetabled instructional load for teachers in secondary and college sectors be 20 hours per week and for teachers in the primary sector, 23 hours per week;
- teachers be required to be in attendance at school for 35 hours per week, exclusive of meal breaks.

The Tasmanian Industrial Commission refused union claims in relation to inclusion in the award of the payment of overtime for college teachers, transfer provisions and class sizes.

Following the decision, the Government was considering its position in relation to the cost impact.

Catholic schools

Working closely with the Tasmanian Catholic Education Employees Association, Catholic school employers agreed to a number of matters which were endorsed by the Tasmanian Industrial Commission in respect of teachers' salaries and conditions. These included:

- an undertaking to reach the national benchmark salary for teachers in Catholic schools at the same time as teachers in government schools;
- a further interim percentage increase in salaries as part of award restructuring and movement towards the benchmark;
- selection of teachers for the positions of Exemplary Classroom Teacher 1 (ECT 1) in late 1992 for appointment from 1 January 1993;
- the beginning of the first formal teacher appraisal processes for approximately 20 per cent of the teaching force.

Developments associated with teachers and teaching

Equal employment opportunity

Draft guidelines for dealing with sex-based harassment in government schools and colleges were developed during the year in close consultation with schools, colleges and unions. Information sessions on the guidelines were held throughout the State.

At the same time, revised staff selection guidelines, including information on equal employment opportunity requirements, were issued to all staff.

A comprehensive human resources handbook was initiated. The handbook will cover all aspects of personnel policies, practices and guidelines and will ensure the incorporation of equal employment opportunity principles into all aspects of human resources management.

The National Project on the Quality of Teaching and Learning

Tasmania continued as an active participant in the National Project on the Quality of Teaching and Learning, which commenced in 1991. Its principal activities include the proposed National Teaching Council, competency-based standards for teaching and the National Schools Project.

Staff development

In its first full year of operation, the Staff Development Section provided a range of central programs for staff in government schools.

The highest priority initially was to design a set of structured programs for non-teaching staff in schools. The major one of these programs consisted of a wide variety of courses on generic, work-related competencies. Staff from most schools participated in these courses, with computer skills, budgeting and accounting, and interpersonal skills being the areas of greatest demand.

Courses, field days and information days were also held for specific occupational groups. Bursars, grounds staff, kitchen assistants and office staff were catered for in this way.

An induction and mentoring program was established during the year to assist new principal appointees adapt to their new role. Training was provided for community members of school councils who participated on panels for the selection of principals.

Management development programs were conducted for principals and other senior staff. These focused on human resource management, financial management and project management. Consultancy services were also provided to individual schools to assist with the resolution of staff development issues within the school or to conduct training needed specifically by that school.

Teacher development

During 1992, the Centre for Advanced Teaching Studies consolidated its position as a major professional development consultant body for schools throughout the State. Twenty per cent of teachers participated in at least one of the centre's sponsored activities.

Short courses for teachers were offered in all districts. Principals' forums in the Arthur District, which focused on school self-management, development plans, teacher appraisal and program evaluation, were of particular significance in the development of collaborative professional development.

Breakfast sessions on the themes of professional, school and personal development and appraisal were conducted.

Catholic schools

A number of initiatives were developed in staff development which included:

- extension of the program for the development and evaluation of principals to a greater number of schools;
- commencement of a formal training program for assistants to principals and deputy principals;
- identification of the professional needs of individual teachers, as well as formulation of agreed plans to address these needs through the Teacher Appraisal Program;
- establishment of workshops for school administrative staff, particularly in the use of computers in offices for financial, secretarial and organisational purposes.

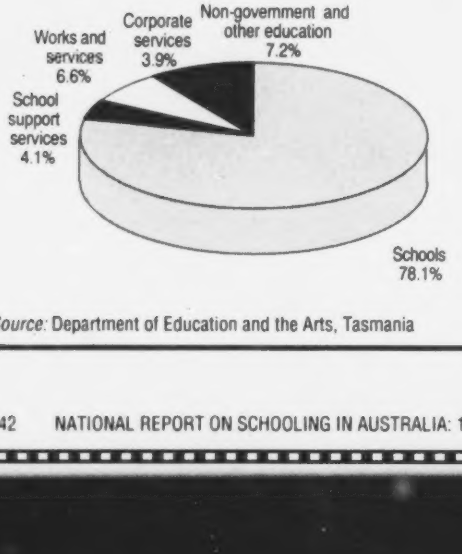
Resourcing schools

Recurrent and capital resources

A total of $299 million was expended by the government on education in Tasmania in 1991–92. Of this, $279 million was used for recurrent purposes and $20 million for projects of a capital nature. This is $5 million less than the 1990–91 expenditure.

During 1992 the Commonwealth contributed $50.9 million to the recurrent funding of Tasmanian schools. Of this, $22.7 million went to government schools while $28.2 million went to non-government schools.

Figure 2. Expenditure by major programs, 1991–92



Source: Department of Education and the Arts, Tasmania

Entrepreneurial initiatives

Overseas marketing of educational services

The marketing of Tasmanian educational services continued, involving government, Catholic and independent schools, TAFE, the Australian Maritime College and the University of Tasmania.

The number of students increased, with most from Malaysia, Hong Kong, Indonesia, Singapore and Thailand. An increasing number of secondary school students came from the Pacific Islands as Commonwealth Government scholarship holders. It is estimated that the program in 1992 was worth $15 million to Tasmania's economy.

Tanjung Bara International School in Kalimantan continued to progress most successfully. Opened in 1991, the Department of Education and the Arts was contracted by the P T Kaltim Prima Coal Company in Indonesia to design, supervise and administer the school and to provide staff.

Sponsorship policy

The department was represented on the Australian Education Council Working Party which developed *A National Code of Practice for Sponsorship and Promotion in School Education.* Approved by all State and Territory Ministers, the Minister for Education and the Arts accepted it as Tasmania's policy for government schools.

Under the code, sponsorship was arranged with Australian Pulp and Paper Mills to provide student grants for a student enterprise program in 1993.

NORTHERN TERRITORY

Structure and operation of school system

The Northern Territory, with a population of 175,891 people (1992) and land area of 1,348,000 square kilometres, has a population density of approximately 13 persons per 100 square kilometres. Educational services are provided to a diverse multicultural and multilingual population scattered over an area 30 per cent larger than the combined areas of New South Wales and Victoria. Most of the population live in the major townships of Darwin, Palmerston, Alice Springs, Katherine, Tennant Creek, Nhulunbuy and Jabiru, with the remainder widely dispersed across the Territory. Many smaller centres are accessible only by air or sea, and are often not accessible during the wet season. It is important to note that 54.4 per cent of Northern Territory schools and 24.3 per cent of students are located in remote areas.

A comparison of relative access to secondary education by State and Territory determined by the mean distance a child has to travel to attend a junior high school (year 7/8 to year 10) is shown in Table 1.

Table 1. Mean distance travelled to attend secondary school (kilometres)

NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*
8.89	6.47	20.09	11.82	22.65	9.86	71.86

Source: NT Department of Education

Government sector

In 1992 there were 146 government schools throughout the Territory—41 urban (Darwin, Palmerston and Alice Springs), 17 rural (Katherine, Tennant Creek, Jabiru, Nhulunbuy and Darwin rural area) and 88 remote (all other areas). These schools include one-teacher schools in isolated areas, large and small Aboriginal schools, community education centres, area schools, schools of the air, a secondary correspondence school, large urban primary and secondary schools, junior high schools (years 7/8–10), comprehensive high schools and senior secondary colleges (years 11–12).

The physical and social environment imposes exceptional cost disabilities. School-aged children comprise 22.5 per cent of the total population. This proportion is greater than in any of the States. Students are widely dispersed over terrain which necessitates many small schools. These schools are expensive to maintain and supply. The diverse racial and social nature of the student body requires additional expenditures on curriculum and language support staff and resources.

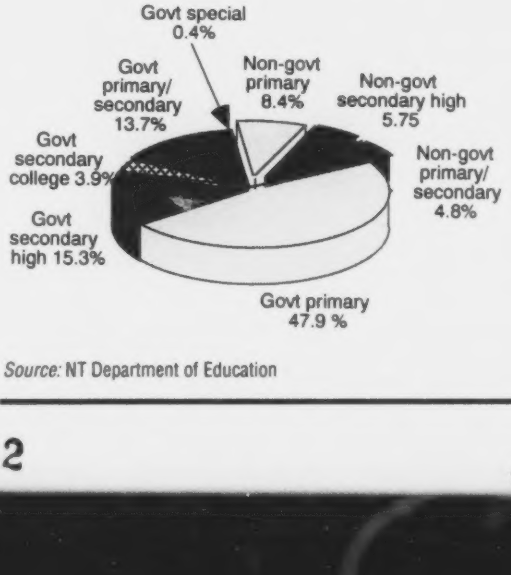
Details on student enrolments in government and non-government schools are provided in Table 2 and Figure 1.

Table 2. Enrolments by level, school type, gender, Northern Territory, 1992

	Male	*Female*	*Total*
Non-government			
Primary	1,518	1,555	3,073
Secondary high	1,074	1,003	2,077
Primary-secondary	863	898	1,761
Total	*3,455*	*3,456*	*6,911*
Government			
Primary	9,000	8,578	17,578
Secondary high	2,855	2,747	5,602
Secondary college	740	686	1,426
Primary-secondary	2,604	2,442	5,046
Special	103	56	159
Total	*15,302*	*14,509*	*29,811*
All schools	**18,757**	**17,965**	**36,722**

Source: June 1992 Census

Figure 1. Students in NT schools, June 1992



Source: NT Department of Education

Non-government sector

Details of enrolments are included in Table 2 and Figure 1.

Priority objectives for 1992

Government sector

Since self-government in 1978, Northern Territory government schools have been directed by a set of goals which have strong correlation with the 1989 Common and Agreed National Goals for Schooling in Australia. In 1983 the Department of Education published *Northern Territory Schools—Directions for the Eighties*, which detailed objectives in areas of priority concern for Territory schools. These objectives have directed developments in school education through the 1980s and are consistent with national goals.

The Government conducted a review of expenditure across all areas, including education. As a result there were reductions in funding allocations to education but every effort was made to ensure that schools continued to develop programs and activities aimed at achieving the national goals.

Priorities were to:

- expand opportunities for Aborigines, girls and non-English speakers;
- promote general and vocational learning;
- improve assessment, accreditation and moderation for all students.

These priority areas, when considered along with the ongoing activities of teachers, parents, schools, professional/subject associations and the department, demonstrate that the education partnership in the Northern Territory is making significant progress towards achievement of the national goals.

Catholic system

Priority objectives for 1992

The major emphases were to:

- prepare students for full adult lives as active Christian members of society;
- provide an effective educational environment which will foster positive human relationships in the school community and encourage students to develop self-esteem, sense of social responsibility and equip them to deal with the dangers of substance abuse;
- improve the participation and achievements of students who are affected by physical disability, material poverty, ethnicity and geographical isolation;
- improve the retention rate of Aboriginal students, both in urban and community schools;
- support and develop the competency, efficiency and confidence of teachers through professional activities, especially those designed to support the specific ethos of Catholic education;
- provide students with the basic skills of literacy, numeracy and an appreciation of creative arts with a framework which provides a reference for judgement in matters of ethics or morality;
- provide schools and facilities which meet the educational needs of Aboriginal people, support them in their move towards self-determination and ensure cultural integrity, which enables students to acquire the skills needed to live fulfilling lives in contemporary society;
- acknowledge and respond to parents' requests regarding educational provision for their children;
- provide a full range of educational opportunities from T–12 for children within the Catholic education system.

Independent schools

Major initiatives

The independent school sector has shown steady growth in school enrolments in 1992.

These schools are: Araluen Christian, Essington, Kormilda College, Living Waters, Marrara Christian, Palmerston Christian, St Andrew's, St John's College, St Philip's College, Seventh Day Adventist and Yipirinya.

In the Northern Territory, independent schools represent 6 per cent of total student enrolments. They provide the majority of school boarding places for isolated families.

The independent sector has shown a strengthening in primary enrolments in both Alice Springs and Darwin. There have been some community requests to extend the number and type of schools available.

Secondary high school enrolments in the independent sector have increased and are now 1,012. There has been a steady growth in number of Aboriginal students completing secondary education. Of note is the large number of female Aboriginal students completing secondary education.

There still exists a problem of effective articulation into the tertiary sector for Aboriginal students.

The Independent Schools Association is concerned about the emerging low- to middle-income earners in rural and isolated communities who do not have the available resources to access mainstream secondary education except via distant mode. Whilst retention rates are improving, this issue still needs to be addressed.

Equity objectives of the Federal Government are supported by the independent sector through the funding formula (in both general recurrent and targeted programs) to ensure effective delivery by schools.

The independent sector is examining programs of students at risk, criteria for the gifted and talented children amongst rural and Aboriginal communities and the specific access of women to education.

Priority objectives for 1992

Priority objectives for 1992 were to provide assistance to enable greater participation by students with special needs; improve facilities and enhance teaching materials; expose students to a language other than English; encourage personal development including an awareness of fitness, health and sex education; and to instil a respect for the diversity of cultures in Australia and especially in the Northern Territory.

The Common and Agreed National Goals for Schooling in Australia were a useful reference for checking school objectives.

Community involvement in the schools included planning, policy making, fundraising, social events, maintenance of buildings and grounds, staff support, involvement/sponsorship of excursions and school visits.

Excellence and equity

Student retention/participation

Details on student apparent retention rates for years 8–9, 8–10, 8–11 and 8–12 (excluding post-primary and Northern Territory Secondary Correspondence School and Casuarina Evening School) are provided in Table 3. Fluctuations in apparent retention rates are caused by students who repeat a particular grade; initially leave the school system before re-entering; and migration interstate and overseas.

Table 3. Student apparent retention rates, 1991–92 (per cent)

	1990	*1991*	*1992*
Year 8 to year 9	97.0	96.2	95.5
Year 8 to year 10	91.2	94.0	90.7
Year 8 to year 11	76.0	82.6	82.5
Year 8 to year 12	56.8	71.5	73.9

Source: NT Department of Education

Details on the apparent retention rates for government and non-government schools, by gender are provided in Table 4.

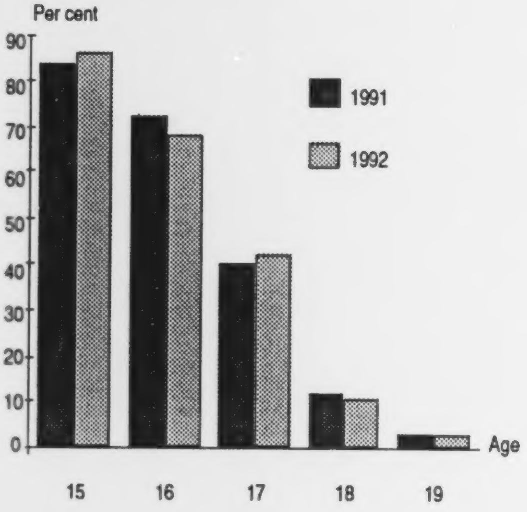
Table 4. Apparent retention rates by gender, government and non-government schools, 1988–92 (per cent)

	1988	*1989*	*1990*	*1991*	*1992*
Government					
Female					
Year 8 to year 11	80.0	80.5	75.3	78.8	84.7
Year 8 to year 12	60.1	56.1	60.8	74.9	72.3
Male					
Year 8 to year 11	79.9	75.7	75.0	80.2	84.2
Year 8 to year 12	52.8	50.1	51.9	75.4	68.8
Non-government					
Female					
Year 8 to year 11	68.6	72.2	72.0	88.3	62.2
Year 8 to year 12	40.1	49.0	53.3	45.2	70.4
Male					
Year 8 to year 11	71.6	62.9	74.3	71.0	67.7
Year 8 to year 12	30.4	36.1	40.4	44.3	48.1

Source: NT Department of Education

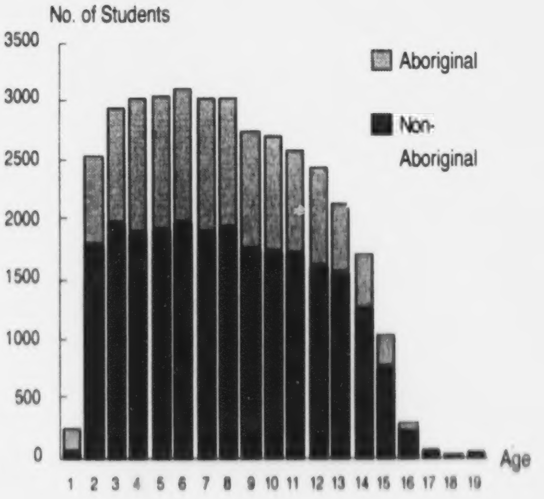
Figure 2 provides details on age participation rates (15–19) and Figure 3 demonstrates the age profile of students in Northern Territory schools.

Figure 2. Age participation rates (15–19), 1991 and 1992



Source: Figures based on 1992 ABS population figures

Figure 3. Age profile of students in Northern Territory schools, 1992



Source: NT Department of Education

Devolution

The introduction in 1992 of the *Standard Devolution Package* for all schools formalised a process which was already occurring in most school communities. Devolution has fostered involvement in decision making by all key personnel, promoting greater cooperation between teachers, parents and local communities.

Parent liaison

The department's parent liaison officer assisted parents and councils in working through the *Standard Devolution Package* and fostered participation in decision making by community members. Those school communities which were either too small or remote or not ready to operate as discrete school councils were provided with the support of group management or cluster councils. The principal, or in some cases regional superintendent, was responsible for providing administrative or financial support and expertise.

Equity initiatives

Gender equity

There was continued encouragement for schools to place emphasis on appropriate language, content, context and methodology in courses to reflect gender-equity principles. Curriculum statements and courses are required to include reference to the application of gender-inclusive principles.

Specific initiatives for supporting education of girls included continued implementation of the National Policy for the Education of Girls in Australian Schools and the 1986 Northern Territory Information Statement on Equal Opportunities in Education; Tradeswomen on the Move; and input into national curriculum statements.

Distance and rural education

Increasing use of technology through the Schools of the Air (Primary) and the Northern Territory Secondary Correspondence School assists students to gain access to the range of subject areas provided for students attending urban schools.

The majority of Aboriginal students are in remote localities and some are enrolled in the Schools of the Air and the Northern Territory Secondary Correspondence School. The review of these courses is ongoing.

Specific materials for Aboriginal students in homeland centre schools have been developed, under Aboriginal Education Program funding. The junior secondary Aboriginal education materials in mixed-mode (distance education and face-to-face) which have been produced will assist students to gain access to secondary education in their own communities.

Daily radio contact with isolated children through the Alice Springs School of the Air.

Education of gifted and talented children

The revised policy of the Gifted Children's Advisory Committee was launched, requiring schools to identify their gifted and talented students, including Aboriginal students, and make available programs to suit their specific needs.

Schools were assisted in developing school-based policies and programs through a Territory-wide in-service program and with funding to establish these programs. Enrichment centres were established in secondary schools, serving the needs of feeder primary schools.

During 1992, a new position, Principal Education Officer Exceptional Children, was established to promote the needs of gifted and talented students and provide support for schools to implement policy and establish relevant school programs.

Education of students from non-English speaking backgrounds

Access to English learning is the major focus in specific curriculum courses, and in English as a Second Language (ESL) programs for new arrivals, and students in the ESL General Support element.

The Northern Territory Government provided ESL support to 2,300 students in 1992, 40 per cent of whom were Aborigines. The Commonwealth ESL General element funding provides some assistance in funding of ESL teachers.

Aboriginal students learn English in a variety of contexts, and to support teachers of these students in rural and remote schools, the department provides regionally based ESL coordinators.

Curriculum support for students' English learning needs was provided through the ongoing position of Principal Education Officer TESL and the Commonwealth-funded Aboriginal Education Program—the Aboriginal Schools Curriculum Materials Project.

Aboriginal education

Bilingual education programs operated in 21 communities covering 34 languages and dialects. The programs used a variety of models, including the use of several Aboriginal languages and English. Young Aboriginal children developed literacy skills in their own languages, though English remains the most instructional language for older students.

Programs expanded from bilingual (English and one community language) to multi-language and cultural maintenance programs to meet community expectations.

A range of specialist field staff was employed to support and implement the program, including literacy workers, teacher-linguists, linguists and literature production supervisors.

Schools in communities without an established bilingual program were encouraged to introduce Aboriginal language and culture studies as part of their overall programs.

The Department of Education supports bilingual education and Aboriginal languages and gave input to the Australian languages framework project for senior secondary students. This project writing team is based in South Australia and should complete teaching materials by 1994.

Sanderson primary students enjoying the Corroboree at Springvale Homestead while camping at Katherine. Participating in spear throwing and playing the didgeridoo were highlights of the evening.

School self-management

Since 1983 school councils have received increased power and responsibilities in relation to educational policy and resource allocation.

Many school councils were active in planning and decision making with regard to school programs and development of budgets which reflected their goals included in the action plans for school improvement. School staff and parents were involved in deployment of classroom and specialist teachers; staff selection; consultative programming and budgeting; implementing curriculum and educational programs; and were responsible for a series of services, including grounds maintenance, cleaning, urgent minor repairs and minor new works.

During 1991 it was decided to implement a standard devolution package to assist schools in undertaking greater responsibility for self-management. After consultation with representatives from the wider educational community, a steering committee was established to coordinate the implementation of the package. A draft report comprising the working party's reports was distributed widely. Responses were received and considered before the steering committee made its final report to the Secretary of Education. The final standard devolution package was implemented by school councils in 1992 and was successful in its first year of operation.

Curriculum uniformity and national compatibility

Students in Northern Territory schools are highly mobile—approximately 10 per cent change schools within the Territory each year and many arrive from or move interstate.

High priority was given to addressing issues concerned with student mobility. The 1992 edition of the Australian Education Council's *Mobile Students: Guides for Schools, Parents and Employers* was purchased from Curriculum Corporation and distributed widely.

Many students have difficulties adjusting to new school environments, differences in curricula, and teaching and learning methods. Adjustment problems are alleviated by ensuring appropriate curriculum uniformity throughout Territory schools and that content of curriculum is comparable to that of other States. A common curriculum statement was completed which outlines Board of Studies' policies and curriculum requirements for all schools.

Problems such as teacher turnover, distance, communication difficulties, a small and dispersed population and cultural differences make curriculum support and appropriate in-service activities costly and difficult to provide. These factors reinforce the need for comparability of standards and consistency of courses throughout the Territory. The curriculum allows for significant local school and community input and schools wishing to develop or modify programs are given every opportunity to do so in collaboration with the Board of Studies. The curriculum also has sufficient flexibility to provide for students' special needs.

Education of students from socioeconomically disadvantaged backgrounds

Because of the population make-up of the Northern Territory, there are many students in our schools who are socioeconomically disadvantaged. Accordingly, many programs are directed towards their special needs. A particular initiative for 1992 was the Parents as Teachers pilot program for parents of young children. This program will be expanded during 1993.

Remote Areas Program

The provision of School of the Bush teacher/student materials for primary stages T–3 and the continued development of support materials for primary stages 4–7, under Aboriginal Education Program funding, was part of project 1 of the AEC's Remote Area Program.

Project 4 of this program was the provision of junior secondary distance education courses to remote-area Aboriginal students. The mathematics and English courses for years 8 and 9 were completed together with a video for Aboriginal parents and teachers—*The Way Ahead*—funded through the Aboriginal Education Program.

Students at Risk Program

The Students at Risk Program continued in 1992 to address the needs of high school and upper primary students experiencing behavioural problems. The program is designed to increase the retention and participation of students at risk of not completing their education. An independent company, Coopers and Lybrand, conducted an extensive evaluation which highly commended the effectiveness of this program in a national report prepared for the Federal Government.

This program continued to service 188 students, 120 teachers and work with 94 parents in the Alice Springs region. Students received individual or group assistance and parents and teachers benefited through workshops or individual consultancy.

The focus of the program was developing strategies to deal with the significant issues of aggression, poor self-esteem, decision making, abuse, school refusal and/or disinclination. The evaluation, both qualitative and quantitative, clearly demonstrated the value of the program, with students indicating their willingness to remain at school and enhanced ability of both teachers and parents to assist these students to continue to make positive choices for their social and intellectual education.

National Aboriginal and Torres Strait Islander Education Policy

Activities under the National Aboriginal and Torres Strait Islander Education Policy continued during 1992, which was the last year of the policy's first triennium.

Through its operational plan, the department operated some 35 projects including:

- employment of 20 Aboriginal community liaison officers to support Aboriginal students through extending school–home links;
- mentor training programs to accelerate the advancement of Aboriginal staff into leadership and management positions in schools;
- support for teacher induction and in-service activities;
- provision of bursaries to enable Aboriginal outstation teachers to further develop skills through local tutorial assistance and teacher education courses at Batchelor College;
- development of specialised primary-level curriculum materials for use in remote (predominantly Aboriginal) schools and the development of specialised secondary-level material for use in distance education mode;
- further development of primary assessment instruments for use in remote schools;
- construction of new and extension of existing facilities in many remote communities;
- specialised support programs to improve educational outcomes for the many pre-primary and primary-age students in remote areas who suffer chronic hearing loss from disease.

Indicators of success of the program are:

- an increase in the number of Aboriginal people involved in decision making;

- an increase in the number of children enrolled in compulsory schooling programs (primary and junior secondary);
- the growth of Aboriginal secondary student enrolments in the 12–18-year-old age group;
- growth in the number of Aboriginal students gaining formal certificates at years 10 and 12.

Catholic system

Retention rates to year 12 and participation rates in 15–19-year-old range

The Catholic education system of the Northern Territory does not have senior secondary schools. In Alice Springs, after intensive consultation with the local community, senior secondary classes will be conducted in 1994. Similar provision is expected to be available for Darwin students in 1995.

Xavier School, Nguiu, Bathurst Island was granted Community Education Centre (CEC) status in December 1991 and in 1992 provided a marked increase in student numbers especially in the access program and secondary education courses. The number of students enrolled in post-primary, adult education courses or correspondence courses exceeded 100, many on a regular full-time basis.

Devolution of responsibility and decision making and community participation

During 1992, Catholic schools operated with assistance from school boards and/or parent organisations.

Through its staff members, the Catholic education system was represented on Feppi and in the formation of the Aboriginal Teachers' Association. Discussions continued with Aboriginal people concerning their role on the Catholic Education Council of the Northern Territory.

There was considerable involvement of parents in a variety of school activities, not only with the school boards. Aboriginal Student Support and Parental Awareness (ASSPA) committees, established in 1992, continued to function both in community and urban schools. The community liaison officer continues to work with the communities of Darwin urban schools to improve attendance and retention of students.

Issues affecting quality schooling: student mobility

The mobility of students, both from interstate and within the Territory, continued to be an important issue. Sacred Heart School, Berrimah continues to provide a program for assessment of the educational needs of students moving to the Darwin area, and specialised assistance for transition of students transferring from interstate. The Kumamadjin class at Sacred Heart School commenced in 1992 to provide appropriate educational facilities for students from Aboriginal communities whose previous attendance at school had been very limited. The attendance and performance of these students, age range 5–12 years, has been satisfactory.

Liaison between Catholic High School, Alice Springs and Ltyentye Apurte CEC, Santa Teresa continued, enabling a greater understanding of the two cultures and students from Santa Teresa to move into an urban school with less difficulty.

Some classes from urban primary schools continued to have excursions to Aboriginal community schools and build positive relationships between the students in each of the groups.

Aboriginal communities

Schools in homeland centres associated with St Francis Xavier's School at Daly River continued to cater for the needs of local children who, for one reason or another, returned to their homeland area for a period of time. These homeland centre schools, under the direction of a local teacher, are supported by teaching assistants.

Bilingual education continued in Aboriginal community schools. Where the community members come from different language groups, the bilingual program has presented a challenge to meet the needs of all children in that area. The role of teacher linguists in each community and support of the literacy production centres are essential for effective bilingual programs. The quality of the work being completed in the literacy production centres makes their publications ideal for use throughout Australia in Aboriginal studies classes, especially for those children who have never had an opportunity to visit or live in a remote Aboriginal community.

At Murrupurtiyanuwu Catholic School, Bathurst Island, a new preschool has been built to encourage the participation of the younger children in educational activities. This will be opened in 1993.

Vocational education

Within the urban schools, there has been a growth in provision of courses which meet the vocational needs of students. At Catholic High School in Alice Springs, there has been considerable discussion with the newly formed Centralian College on ways of sharing resources to the advantage of all students, especially as Catholic High School moves to the senior secondary level in 1994. A representative of the Catholic education system has observer status on the interim board of the new Centralian College.

Numbers in vocational courses increased during 1992. At Xavier CEC on Bathurst Island, there were significant increases in adult education courses and access programs, and specific vocational programs in computer technology and business studies were developed. At Wadeye (Port Keats) two students completed their teaching course and were eligible for full employment in 1993. This was typical of all the Aboriginal community schools where additional teacher education graduates were eligible to join the staff of the school in 1993. At Murrupurtiyanuwu Catholic School, Bathurst Island, 14 of the 27 staff members are from the local community and all received vocational training.

Aboriginal teacher education

In addition to those teachers who completed their courses during 1992, the numbers of those studying increased. This increase resulted from teachers returning to upgrade qualifications as well as those studying for their initial teaching qualification. All Catholic Aboriginal community schools now have at least two trained Aboriginal teachers on staff and school communities are supporting others in training. This initiative, where vocational education centres are established within Aboriginal communities, continued with the mentor program for those moving into positions of administration. The length of time and support structures need to be carefully determined and realistic funding levels provided to ensure that adequate support is provided.

Equity initiatives

Specific purpose programs funding made available to the Catholic education system enabled initiatives in special education (including integration), ESL and disadvantaged schools programs. Catholic Aboriginal community schools, although eligible on all criteria, do not have access to these programs because of Commonwealth rulings on funding. There does not appear to be any logical reason to exclude Catholic Aboriginal schools access to these programs which are available to other Australian schools.

Services for support to the integration programs in the urban schools continued during 1992 with funding made available through special programs. In addition, some schools accessed funding for teachers to assist with language programs or with the integration or special education program. ESL funding was made available to schools on a submission basis.

Disadvantaged schools

It was agreed that the two schools previously designated as disadvantaged—Catholic High School, Alice Springs and St Joseph's School, Katherine—would continue with that designation until results of the 1991 census are available.

General and vocational education

Finn Review

Plans for a restructured NT Rural College at Katherine and an education and training institution in Alice Springs, to combine TAFE and secondary colleges, exemplified action in the directions indicated by the principles of the Finn Review.

A range of additional vocationally oriented senior courses, developed in 1991, were implemented in some schools. These courses included studies in tourism, automotive studies and developing employment potential.

Apparent retention rates to year 12 continued to rise each year. This trend is expected to continue with the implementation of the new senior secondary certificate and a broad range of courses, including TAFE units, now available.

Changing arrangements for post-compulsory schooling

Implementation of a new two-year minimum senior secondary completion certificate, the South Australian Certificate of Education [SACE (NT)] commenced in 1992. Award of this certificate requires that students undertake and record successful achievement in a specified number of semester-length courses, according to a pattern of studies which ensures inclusion of a balance of core elements, and that they are successful in a writing-based literacy assessment.

School–TAFE links

Policies enabling schools to offer TAFE modules were developed and jointly agreed to by authorising bodies in the school and training sectors, with one secondary college receiving TAFE-registered provider status. Under these policies, students who complete TAFE units may apply for courses-completed status or alternatively the TAFE units may be submitted to the Board of Studies for endorsement prior to being offered. Endorsement is a procedure whereby relevant quality courses, developed by bodies other than the Board of Studies and similar to SACE (NT) courses, are approved for teaching in schools and for credit towards the SACE (NT).

Following a period of wide consultation, a *Credit Transfer Handbook*, outlining some 70 senior secondary courses for which credit is given in particular TAFE modules, was produced during 1992.

The development of an additional package of courses specifically tailored to meet the needs of the rural community was included in plans for a restructured NT Rural College. Students will study a combination of senior secondary courses and selected TAFE units to fulfil SACE (NT) requirements.

Plans for amalgamating the Alice Springs College of TAFE with the adjacent Sadadeen Secondary College were discussed and developed during the latter part of 1992 in preparation for implementation in 1993. These plans should provide students with the opportunity to study a combination of TAFE and senior secondary courses.

Initiatives in career education

A computer program, the NT Job and Course Explorer, which assists students to find information about jobs and corresponding courses, was officially launched. The program has now been installed in a number of sites, including Youth Access centres, ten high schools or secondary colleges and several TAFE centres.

Work-related studies incorporated in a range of Board of Studies accredited courses were identified for the purpose of recording them on a certificate of achievement that students receive with their SACE (NT).

A wide range of activities to support and promote career education in schools continued. These were facilitated by work experience programs, provision of career education coordinators in schools, access to careers counselling, curriculum and curriculum support, provision of a career education subject area committee, careers expos, professional development activities, student portfolios, and liaison with various community and industry agencies.

Industry Training Advisory boards became more involved in career education in schools. They provided active members of the Careers Educators Association, participated in Careers Week and other similar events, and created strong links with schools. These boards are continually invited into schools to offer careers advice, and many of them have or are developing careers kits for use in schools and Youth Access centres.

Transition from education to work or further education

No school leaver destination survey was undertaken in 1992.

The Northern Territory University, incorporating the Institute of Technical and Further Education, and the Department of Education, Employment and Training (DEET), provides a range of courses and/or support programs for those seeking entry to the workforce and for those commencing tertiary studies.

Community attitudes

Implementation of the SACE (NT) occurred smoothly, reflecting appropriate preparation by the Board of Studies, cooperation of schools and general acceptance by the community.

Tradeswomen on the Move Program

The Curriculum and Assessment Division again coordinated the Tradeswomen on the Move Program on behalf of DEET and the Employment and Training Branch of the Northern Territory Department of Education.

Tradeswomen on the Move is a marketing strategy designed to encourage young women in years 7 and 8 to consider non-traditional trades as viable career options. In 1992 the program was expanded and students in years 11 and 12 participated in a week-long trade training work experience workshop.

The project team visited all the major regional centres in the Northern Territory. Parents, industry and the wider community were included through a variety of forums.

Areas of student learning

Government sector

English

A major issue in English teaching continued to be that of 'one curriculum, many contexts', particularly in providing the opportunity for all students to attain the outcomes of the English curriculum. It was a challenge to do this for students in remote educational contexts, especially for Aboriginal students who speak English as a second or further language.

Priority was given to raising secondary school teachers' awareness of the language demands of their subjects. Projects funded under the Commonwealth's Literacy and Learning Program were conducted.

In 1992 the writing-based literacy assessment for the SACE (NT) was conducted for the first time. Work began on revision of the senior accredited English (and ESL) courses in light of changes to the Senior Secondary Assessment Board of South Australia (SSABSA) stage 2 courses and publication of the *Transition—Year 10 Board Approved Course of Study.*

Both materials development and teacher professional development focused on helping teachers to implement the curriculum effectively. The document *English for Years 8–10: Its Scope and Sequence* identifies nine strands of study and three focuses of study within each strand which can be combined as the basis for school-based programs. Professional development focused on developing and teaching effective programs at the school and classroom levels.

The Primary Assessment Program continued to assess some aspects of the reading comprehension of students enrolled in years 5 and 7 in urban primary schools, and of students over 11 years of age at stages 2, 3, 4 and 5 in Aboriginal schools. In 1993 there will be systemwide moderation of the classroom assessment of student writing, using the moderation instruments that have been in development since 1989.

English as a second language

At the year 10 level, 1992 was the fourth year in which completion of a common instrument of assessment contributed to the student's English grade for the Junior Secondary Studies Certificate (JSSC).

The Commonwealth General Support element provided some funding in urban areas, but the Northern Territory Government provided the bulk of funding for support to students of non-English speaking backgrounds.

Support for the English learning needs of students in Aboriginal schools was also provided by the Commonwealth-funded Aboriginal Schools Curriculum Materials Project, which produced support materials for the English curriculum for the very diverse needs of both teachers and students in Aboriginal schools.

At senior secondary level, courses included stage 1 ESL parts 1 and 2. These courses prepare students to undertake SSABSA stage 2 ESL and ESL studies.

Access to English learning is the major focus in the ESL program for new arrivals and ESL general support programs.

Languages other than English

The progressive implementation of the Northern Territory Government's policy on Languages other than English (LOTE) continued during 1992. A LOTE management group was established to monitor and oversee implementation of the policy. The Territory has identified eight priority languages: Aboriginal languages, Chinese, French, German, Indonesian, Italian, Japanese and Modern Greek. Details on the students undertaking particular LOTE subjects are provided in Table 5.

There remains a shortage of suitably qualified and experienced language teachers. The issue of training and professional development of teachers is being addressed through extensive in-service programs and Northern Territory support for teachers wishing to undertake university and other courses in priority foreign languages. The Department of Employment, Education and Training also provides scholarships and study awards which allow teachers to attend intensive language courses at tertiary institutions in either Asia or Australia. Applicants for study awards offered from sources such as the Goethe Institute are supported. Other initiatives in the professional development area include participation in the Japanese Monbusho Rex Program and the expansion of the Indonesian teacher and student exchange program.

Table 5. Students undertaking particular LOTE subjects

	Years 1–7		*Years 8–10*		*Years 11–12*	
	M	*F*	*M*	*F*	*M*	*F*
Chinese	140	157	40	49	32	34
French	120	131	35	39	20	34
German	100	118	74	70	7	5
Greek	6	8	45	40	20	22
Indonesian	1,347	1,300	726	786	39	59
Italian	330	330	75	74	3	1
Japanese	193	202	195	208	14	21
Aboriginal	1,355	1,218	97	101	—	—
Vietnamese	6	1	—	—	3	3
Total	**2,997**	**3,455**	**1,287**	**1,363**	**139**	**179**

Source: NT Department of Education

Involvement in the development of the Indonesian language curriculum project was formally concluded at the end of 1992. The Territory had a representative on the systems working party for the national statement and profile on LOTE.

Science

Science is taught at all school levels with a time allocation of 2 hours per week in years T–7 and a total of 360 hours over three years in years 8–10. Course documents for the compulsory years of schooling are currently under review. There are 28 year 11 (stage 1) courses in a range of specialist areas. These are revised on a regular basis.

A moderation process for year 10 is in place and systems are being implemented towards creating a more uniform standard of assessment in SACE (NT) stage 1 (year 11) science courses.

During the year many schools and science teachers participated in the consultation process for the development of the national science statement and profiles.

Strategies are being pursued to encourage more relevant and exciting teaching and learning processes in science. Negotiations are in progress to involve sponsors in helping science teachers to develop materials in support of Curriculum Corporation's national science curriculum teaching project.

Plans exist for the development of more science materials for Aboriginal education.

Technology

Technology is not offered as a subject in its own right but aspects of it are taught in science, computing, technical studies, home economics and business education.

Science is a compulsory subject in years T–10 and technical studies, home economics and business education all have compulsory introductory units in years 8–10. During the years of compulsory schooling, computing is listed as a key learning area but is integrated across the curriculum.

In senior school, all subjects offer a range of semester-length courses in SACE (NT) stage 1, leading to semester- or year-length courses at stage 2.

A major issue at senior level has been the articulation of courses, particularly in the technical studies area, with TAFE. Most senior technical studies courses were substantially revised, with the inclusion of TAFE competencies where appropriate.

Territory schools have been well equipped with computers and continue to have access to a $2 for $1 subsidy to expand and upgrade their systems and software. A technology education centre situated in an urban high school has been established to assist in the dissemination of information related to teaching technology.

The main issues in this area relate to the provision of a range of appropriate equipment in all schools at a time of limited resources; and to the best means of ensuring that technology education is fully implemented across all subject areas. The use of technology in delivering distance education programs to people in remote areas is being trialled in some areas and implemented, on a limited scale, in others.

Use of computer technology for education at the Wudeja Homeland Centre School.

Mathematics

In 1992 implementation of *Learning Mathematics* in all primary schools (first introduced in 1991) as well as the new junior secondary document, the *Junior Secondary Mathematics Board Approved Course of Study* continued. Both these documents are based on an important general principle about learning which should inform the teaching and learning environment provided in schools. Learners construct their own meanings from ideas, objects and events which they experience. This principle has continued to provide focus for many activities throughout 1992.

Planning was finalised for the commencement, in 1993, of the Mathematics Teaching, Learning and Assessment Project to support teacher learning and materials development which will promote implementation of the philosophy and methodology of the national mathematics statement.

At the senior secondary level the ten semester-length stage 1 courses have been updated, enabling all students to have access to the SACE (NT) Certificate.

The Primary Assessment Program continued to assess student understandings of the Board-approved mathematics course at years 5 and 7 in urban schools and at stages 2–4 in rural primary schools where Aboriginal students between the ages of 11 and 16 are tested.

At the year 10 level, 1992 was the fourth year in which a common instrument of assessment contributed to the mathematics grade for the JSSC.

During 1992 great progress was made by the Commonwealth-funded project to produce materials to assist with the implementation of *Learning Mathematics* and *The Board Approved Junior Secondary Course of Study* in Aboriginal schools. It is planned to use these materials as the major in-service focus for appropriate schools during 1993. Under this project, development of materials for the primary and junior secondary distance education mathematics courses for years 8 and 9 have been completed.

Studies of society and environment

This learning area includes two subjects in the Northern Territory curriculum—social education and business education, with aspects of environmental studies also being covered in science.

In years T–7, social education has a time allocation of two hours per week, and 360 hours over three years in years 8–10. In both settings it comprises a number of units which are informed by disciplines underlying the subject area; however, single units do not necessarily have a single discipline focus. In the senior years specialised courses and subjects appear. Some 16 subjects are offered in stage 2.

Business education in years 8–10 has a compulsory element, focusing on an individual's interaction with Australian legal and economic systems. It has a time allocation of 80 hours. Opportunity is also provided for students to undertake electives in areas such as keyboarding. In the senior years, some 22 semester-length units are offered at stage 1 and some 12 units at stage 2, covering a range of specialist areas including economics, legal studies, business management and office skills.

In the area of assessment the main development is the introduction of moderation at year 10 level in social education. During 1992, final Territory-wide moderation based on a common assessment task for year 10 was implemented. Students were required to individually research and report on an issue of social significance of their choice. Schools' assessment of individual research reports was moderated at a meeting of teachers at the end of the year.

Assessment activities and work requirements continue to be developed and documented for SACE (NT) courses in history, geography and social studies.

A major issue arising in this area is the need to develop teachers' abilities to both recognise and teach towards the language demands of the subject area. Another issue is the impending development of a curriculum framework for the systematic inclusion of Asian studies in all subjects at all levels. The Territory is participating in the programs initiated by the Asia Education Foundation to promote Asian studies.

Social education has separate guidelines for T–7 urban, rural and remote schools. The rural and remote document is designed specifically for use in predominantly Aboriginal communities.

The arts

The arts include the learning areas of art, craft and design (visual arts); and dance, drama and music (performing arts). The subject area forms part of the compulsory Board-approved curriculum for years T–10, with a time allocation of two hours per week in primary schools and 240 hours over three years in years 8–10. Students are expected to engage in at least one area of visual arts and one area of performing arts with a third option taken from either the visual or performing arts. Curriculum documents for the years of compulsory schooling, dating from 1987, are to be revised following the finalisation of the national statement and profiles in the arts.

In senior school there are 28 semester-length courses available at stage 1 of the SACE (NT) (year 11). These include courses in each of the learning areas as well as specialist courses in ceramics and photography.

Assessment procedures for years 8–10 are under review and moderation of arts subjects at years 10 and 11 has been accepted in principle.

Health and physical education

Health and physical education are covered in three stand-alone curriculum areas—health education from T–12, physical education from T–12 and home economics in years 7/8–12.

In health education the T–10 courses are taught within a comprehensive framework, with concepts sequentially developed. Rural and remote schools with a high enrolment of Aboriginal students use a specially designed framework called 'Health is Life'.

A subject curriculum statement is nearing completion and Board-approved courses of study in health education are being revised based on the West Australian health education syllabus. These courses will address the issues of equity, access and literacy skill development.

School development in the Health Education Project allows schools to develop their school health policy while providing professional development. Implementation of health education in schools continues to be supported through professional development and the provision of resources.

The emphasis in primary school physical education is on the sequential development of skills in the focus areas of dance, aquatics, gymnastics, fitness, games skills, outdoor education and application of these to physical activities. Difficulties are still encountered in remote areas in the provision of access to all the physical education focus areas.

In secondary schooling, physical education addresses fitness, aquatics, gymnastics, sports skills and outdoor education, with dance moving to the performing arts. Senior courses of study have been developed in both physical education and outdoor education at stages 1 and 2. Schools have developed special units of work in the junior secondary area to address the issue of equity and this led to the development of a stage 1 course titled 'Girls and Achievement'. Although moderation is a component of the semester-length SACE (NT) stage 1 courses, the method of implementation is dependent on resources.

The curriculum statement and Board-approved courses of study are to be revised and formalised once the national statement and profiles for the learning area have been sanctioned in first edition format.

In home economics, issues have included implementation of draft introductory units and the provision of support materials and services; clarification and illustration of the design process within current draft curriculum; active inclusion of personal development in traditional school programs; participation in the development of national statement and profiles in technology and health and physical education; and promotion of recognition of the breadth and depth of the current home economics curriculum area. There was participation in a national project involving home economics and health—the Network for Healthy School Communities.

Also, in home economics, a range of Board-approved elective units was developed in the areas of food, nutrition, textiles and design for the junior secondary level. Additional elective units in the area of home and family are being developed. At senior secondary level there are now 17 semester-length, SACE (NT) stage 1 home economics courses, covering the areas of food and nutrition, hospitality and catering, textiles and design, and home and family. Professional development programs for moderation at stages 1 and 2 were provided.

Assessment in all areas of home economics is an internal school matter, with satisfactory or unsatisfactory performance recorded on the JSSC issued at the end of year 10. Assessment is a component of all stage 1 and 2 courses of study.

Independent schools

Languages other than English

Studies of languages took an interdisciplinary approach across all primary grades. For example, languages were introduced to lower primary students through cultural experiences such as music and dance. This groundwork was reinforced in the later years by project work examining the history, geography and cultural mores of the country where the language is spoken.

Students identified as requiring special assistance were offered extra tuition in 'after school' classes.

Science

Surveyed schools were trialling a network approach to science instruction which encouraged creative thinking and problem solving. Units on colour and weights were included in art-science cross-curricular studies. Schools also found that coeducational instruction groups encouraged participation by all students and that the use of science fairs and extended problem solving expanded opportunities for students gifted in this area of learning.

Technology

Calculators and LOGO (computer programming) were introduced in the last two years of primary school, and, as these were popular, it was planned to trial these in years 4 and 5 in the near future. Respondents indicated that technologies were used to enhance the diversity of courses and educational topics for their students and anticipated that the planned acquisition of additional technological resources would continue this process.

Studies of society and environment

Studies of the environment centred on developing a student's care for, and love of, the land and this was achieved through outdoor activities such as tree planting and other experiential nature studies.

Studies of society were greatly enhanced by visits with local community groups, who also provided special assistance to Aboriginal and Torres Strait Islander students. Northern Territory students are often disadvantaged by distance and remoteness but this problem was partly eased by regular visits from various artists and sportspersons. The establishment of special relationships with other schools, both within the Territory and in other States, also helped to diminish the 'tyranny of distance'.

Application of technologies

A diverse range of technologies was used to broaden the perspectives of students and to enrich instruction. Problem solving, research and decision-making skills were developed through the use of computers and related information-based technologies.

Schools used videos, films and cameras to enhance drama, music and literature studies. Some teachers used computers for classroom presentations, lesson planning, development of teaching materials and record keeping.

A library computer card network, television and video units were shared amongst several neighbouring schools, while virtually all administrative records were computer maintained and produced.

Catholic system

English

There was a continued emphasis on English as a written and oral form of communication. Standardisation testing throughout the Territory included students from Catholic schools, both in the urban and remote community schools. Results published by the Department of Education indicated that appropriate standards have been achieved. There is still a need for increased support for students who have disabilities or for whom English is a second language. At Murrupurtiyanuwu Catholic school, Nguiu, Bathurst Island, support was received from the Menzies School of Health and the Department of Education to assist students with hearing impairment. Approximately half of the primary-age children require an FM hearing aid to enable them to attend classes effectively. A full-time qualified teacher of the hearing impaired commenced work with teachers and students in 1992 to enable improved language development.

Languages other than English

Arrente, Greek, Italian, Indonesian and Japanese languages were available to students in Catholic urban primary schools. Arrente, Indonesian and Japanese languages were available in Catholic urban secondary schools. In Aboriginal community schools, Arrente, Murrinhpatha and Tiwi languages were taught within the context of the bilingual programs in the schools. To support these programs, cultural exchanges continued with a group of secondary students travelling to Indonesia and interchange occurring between urban primary/secondary schools and a local Aboriginal school.

Literacy programs continued in Aboriginal schools and have proved to be effective. Maximum use is not being made at a national level of the expertise or resources developed.

Mathematics

Mathematics continued to be a significant part of the curriculum. All schools participated in testing in mathematics. Student achievement appeared to be similar to the Territory average for the age and grade level. Secondary schools are also involved in the Northern Territory test programs and moderation procedures.

Teaching and learning

Government sector

Recruitment

During 1992 a significantly lower number of teachers were recruited to the Northern Territory Teaching Service (NTTS) than in previous years. Some contributing factors to this downturn were low staff turnover/resignation rates and variations to the school staffing formulae and probably the shrinking job market. These teachers were deployed in primary and secondary schools and TAFE institutions. The term 'recruitment' represents all offers of NTTS employment, including new appointments and extensions of employment in order to cover vacancies.

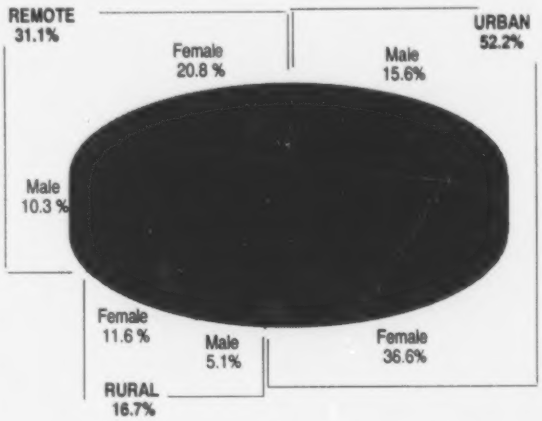
Table 6. School-based teaching staff, by level and gender, 1992

Major activity	*Government*		*Non-government*		*All schools*
	M	*F*	*M*	*F*	*Persons*
Preschool	6	69		6	81
Primary	308	898	53	210	1,469
Secondary	304	351	94	94	843
Special	10	77	2	6	95
Total	**628**	**1,395**	**149**	**316**	**2,488**

Source: NT Department of Education

This recruitment was necessary to cover an overall resignation rate of approximately 11 per cent, compared with 16.7 per cent in 1991 and 17.3 per cent in 1990. The lowered resignation rate reflects decreasing transiency in the NTTS.

Figure 4. Location of government schools teaching staff, June 1992



Source: NT Department of Education

Continuous promotion policy

Prior to 1991, the department conducted biennial major promotion/transfer rounds to fill vacancies at promotion level. In 1991 a new policy on continuous advertisement/promotion was trialled with localised selection advisory panels, that is central panels were replaced by school-based or unit-based panels. Localised panels continued throughout 1992 and in the latter half of 1993 a comprehensive training program will be introduced for all panel participants.

Table 7. Government staff by sector, type and gender—school based and non-school based, 1992

	School based		*Non-school based*		*Total*
	M	*F*	*M*	*F*	*P*
Teaching	627	1,396	150	315	2,488
Non-teaching	115	472	43	120	750
Total	**742**	**1,868**	**193**	**435**	**3,238**

Source: NT Department of Education

Table 8. Non-government staff by sector, type and gender—school based and non-school based, 1992

	School based		Non-school based		Total
	M	*F*	*M*	*F*	*P*
Teaching	150	315	n.a.	n.a.	465
Non-teaching	43	120	*	*	163
Total	**193**	**435**	—	—	**628**

* data not available; n.a. not applicable

Source: NT Department of Education

Equal employment opportunities

An equal opportunities management plan is being developed through a management committee which will promote equity in areas of recruitment, promotion, training and other work-related benefits.

Gender-equity issues are being addressed at the school level through the implementation of the National Action Plan for the Education of Girls.

Award restructuring

The Department of Education has established a working party of departmental officers, Australian Teachers' Union (NT Branch), NT Principals' Association, and Institute of Senior Education Officers' Association, to review all aspects of teacher appraisal and assessment of performance as it currently exists, namely, probation assessment on joining the service, assessment for promotion and master teacher assessment. The working party is also considering the demand of the award restructuring process that an element of formal regular teacher appraisal will be operating in the system in 1994–95.

Under the Commonwealth's Award Restructuring Assistance Program, the Northern Territory Department of Education received $0.8 million. (The non-government education sector in the Northern Territory received $0.5 million from the Commonwealth under this program.)

Master Teacher Scheme

The Enhanced Master Teacher Scheme is designed to recognise those members of the NTTS who have an outstanding record of success as classroom practitioners. These members possess skills which demonstrate that they are excellent teachers, but do not necessarily wish to seek promotion to positions which involve greater administrative responsibilities.

Teacher appraisal and peer assessment programs

As part of the award restructuring process there was an agreement to review and rationalise current teacher appraisal programs. A joint Department of Education and Australian Teachers' Union (NT Branch) working party was established during 1992 with the brief to review the report of the earlier joint teacher appraisal working party; assess any impact devolution may have on current and proposed future regular appraisal schemes; review current peer-assessment programs and develop programs for regular appraisal of all teachers.

In line with the review, a survey was conducted on the future of the promotion assessment program. The results were inconclusive with a range of preferences ranging from current full report formats, to no reports at all. A modified alternative format was introduced in 1992.

Professional and career development

The department has established structures to enable the development of three-year plans for staff development within which articulated plans for branches, sections, regions, schools, institutions and development officers will be formed. The Staff Development Advisory Committee has been renamed Professional and Career Development Committee. Membership of this committee includes representatives of all major stakeholders including senior executive, unions and Council of Government Schools Organisations (COGSO).

The committee meets annually to establish departmental professional and career development priorities and plans for the next three years; review departmental human resource development policies, priorities and plans; and provide appropriate chairpersons for subcommittees.

Executive staff development

The Regional Staff Development Advisory Committee was renamed the Executive Staff Development Advisory Committee, consisting of an elected representative from each of the Local Staff Development Advisory committees.

The committee meets biannually to monitor funding allocations; approve in-service programs; provide a forum for coordination and liaison; and provide policy advice with input to the Professional Career and Development Committee.

Local Staff Development Advisory Committee

Existing Regional Staff Advisory committees were renamed Local Staff Development Advisory committees. Membership of the committee comprises representatives of relevant stakeholders groups. There are nine regional committees—one for each region within the department. In addition, there are four sectional committees: TAFE, Curriculum and Assessment, Public Service and Professional Associations.

The committee meets as often as required to approve in-service programs within their departmental priorities and policies.

National Schools Project

The National Schools Project (NSP) is supported by teacher employers, teacher unions, the Commonwealth Government and the Australian Council of Trade Unions (ACTU) in all States and Territories. It was initiated in late 1991 to investigate the link between student learning and teachers' work, and in particular, the way that work is organised in schools and the nature of the work itself.

Five Northern Territory pilot schools representing government and non-government systems, urban and rural, primary and comprehensive high schools have the encouragement of employers and unions to make changes to current school work-organisation practices in order to trial procedures aimed at improving the quality of teaching and student outcomes. Employers and unions waived existing regulations governing class size, length of the school day and the supervision of students to enable trials to take place.

Conclusive results from the trials are not anticipated after only one year of operation and the project will continue into 1993 to include additional pilot schools with the possibility of further expansion beyond 1993. It is expected that the outcomes from the trials in schools will be included in the final analysis of the NSP by the governing board composed of employer, union and the Department of Employment, Education and Training representatives, and this may lead to a redrafting of the current regulatory framework for schools across the nation.

Resourcing Territory schools

Government sector

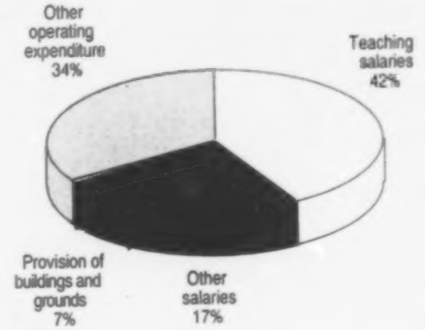
Principles of resource distribution and management

The Northern Territory school population has a majority of students of low socioeconomic status and the highest per capita ethnic population in Australia. Over one-third of the students are Aboriginal, mainly traditional Aborigines. These factors significantly impact upon the cost of delivery of education. This is further compounded by the remoteness and dispersion of these students.

During 1991–92 the total expenditure for the Department of Education (excluding that on TAFE) was $216 million—an increase of $17 million, 8.5 per cent over the previous year's expenditure of $199 million. In 1992, the Commonwealth provided general recurrent funding totalling $8.7 million for students in government schools in the Northern Territory.

Details on government expenditure on schools and salaries expenditure are provided in Figures 5 and 6.

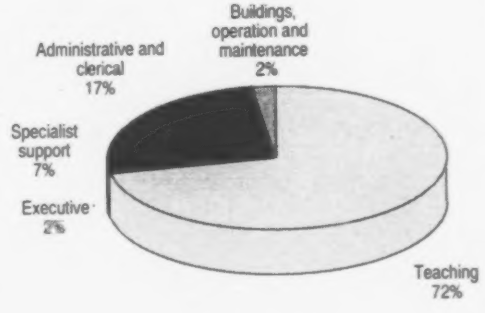
Figure 5. Government expenditure on schools by major category of cost, 1991–92



Source: NT Department of Education

During 1992 the Northern Territory Government received $2.5 million from the Commonwealth for capital works in government schools.

Figure 6. Salaries expenditure, 1991–92



Source: NT Department of Education

Non-government schools

Recurrent expenditure

Grants were received from both the Territory and Commonwealth Governments. The Commonwealth contributed $8.6 million in general recurrent grants to all non-government schools in the Northern Territory in 1992. In addition, fees paid by parents and fundraising activities contributed to the total revenue of schools.

Capital outlays

In 1992 non-government schools in the Northern Territory received $0.5 million from the Commonwealth and $2 million from the Northern Territory Government for capital works.

Catholic system

As in previous years, grants were received from the Territory Government ($3.9 million in recurrent and $0.7 million in capital grants). The Commonwealth also contributed general recurrent grants to the Catholic system totalling $3.9 million. Fees were also paid by parents and school communities organised fundraising activities which contributed to the total school revenue.

Specific purpose programs

Government sector

Disadvantaged Schools Program (Government)

Funding submissions from schools continued to reflect a need for language and mathematics resources to provide students from disadvantaged backgrounds with basic skills required to allow their further educational development.

In 1992 emphasis was given to different modes of education delivery including a trial using satellite television.

Program funding was also used to provide specialist staff in distance education institutions to cater for students with learning difficulties or remediation needs.

The program continued to support staff development, computer awareness, health and physical education, science and environmental projects.

Disadvantaged Schools Program Index of Disadvantage

The Northern Territory has continually made representations to the Commonwealth Department of Employment, Education and Training (DEET) to have the national Index of Disadvantage reviewed prior to the introduction of the National Equity Program for Schools in 1994 to address the longstanding inequities produced by the program formula. The formula discriminates against the poorest students in Australia, who are mostly Aborigines in remote areas of Australia.

A graphic example of the skewed nature of the data used in the current formula is demonstrated by the identification of Mamaruni as the least socioeconomically disadvantaged school in the Northern Territory. Mamaruni has a score of only 631 on the Australian Bureau of Statistics Index of Relative Economic Disadvantage. This score places Mamaruni within the poorest 5 per cent of the Australian population.

Any research-based review of the Index of Disadvantage has continually been deferred for over ten years. The Northern Territory again raised the need to review the formula prior to the introduction of the National Equity Program in the 1991 *National Report on Schooling in Australia* and sought the support of the Schools Council to secure a resource allocation that reflected a commitment to equity.

Country Areas Program

Country Area schools in the Northern Territory are declared and funded on the basis of their relative access to educational services and opportunities for students to participate in social and cultural activities. In the Northern Territory many declared Country Area schools have students of very low socioeconomic status. Many of these schools are also eligible for Disadvantaged Students Program funding.

Learning through distance education at a station in the Barkly region.

In 1992, school-based projects continued in a range of subject areas, with some emphasis on language development and an expanded effort in technology education.

There was additional emphasis on teaching students computer skills and on developing science concepts.

Country Areas resource allocation formula

Unfortunately the recommendations of the DEET working party which was established to review the Country Areas formula (referred to in the 1991 *National Report on Schooling in Australia*) have not been accepted. The hoped for resolution of this issue will not occur before the introduction of the National Equity Program for Schools in 1994.

State allocations will again be distributed using 1976 census data, and resources will continue to be allocated to students in close proximity to major population centres—the formula still failing to differentiate between the differing levels of access disadvantage. For example, persons 151 kilometres from 10,000 population centres are resourced at the same level as persons who live in excess of 600 kilometres from those centres.

Failure to address this gross inequity seriously undermines the national commitment to rural and remote Australians amongst whom are significant numbers of the socioeconomically disadvantaged and Aborigines.

Country Areas Program (National element)

Stage 1 of a project with Western Australia was implemented in Terms 3 and 4. The project trialled a selection of technology which would allow remote secondary students increased access to secondary education. Project activities included telematics, electronic data transfer, satellite delivery and compact disc interactive. The project was managed within the Northern Territory by a steering committee with department and community representation.

The Commonwealth has significantly reduced the Northern Territory's allocation to the extent that the program requires a major reduction in scale. This reduction impacts heavily upon remote Aboriginal communities.

English as a Second Language (New Arrivals element)

The New Arrivals Intensive English Program of the Northern Territory Department of Education operates permanently in Darwin and a unit is established in Alice Springs when the need arises. The program is monitored on an ongoing basis in terms of ESL staffing, bilingual staffing support, resources and professional development of teachers. The intensive English units provide a comprehensive cross-curriculum program in English in years T–7 and years 8–12.

Commonwealth funding for the ESL New Arrivals Program was used primarily to provide specialist ESL teachers at a ratio of 1:10 as above-formula staff located in either the primary or secondary intensive English units in Darwin.

Some funds were used for the purchase of teaching and learning resources.

English as a Second Language (General Support element)

The Northern Territory welcomes the Commonwealth's decision to provide resources under a new allocation which allows Aborigines to receive funding under the allocation in mid-1993. The Commonwealth ESL support provides some assistance, but the Northern Territory Government meets the main proportion of the cost of services for non-English speaking background (NESB) students in government schools.

The Northern Territory has the highest population percentage lacking proficiency in English with 30 per cent of the 5–19 age group having English as a second language. Twenty-two per cent of this group are students of Aboriginal or Torres Strait Islander background.

An increasingly significant factor placing strain on available funds is the number of Aboriginal students enrolling in urban schools. As their need of specialist ESL assistance is recognised to be of high priority, resources available to other groupings are adversely affected.

In 1992 Commonwealth funding was used primarily for the placement of ESL specialist teachers as above-formula staff in schools with identified needs.

Special Education Program (Schools Support—Government)

Commonwealth funds were used to support a range of Northern Territory initiatives for students with special education needs. The Northern Territory continued to focus on maximising educational opportunities for all students.

The Commonwealth Special Education Program supplemented services provided by the Northern Territory Department of Education, primarily aimed at the integration of disabled children into mainstream classes in regular schools and improvement of the delivery and quality of services provided.

The program supported initiatives including:

- speech pathology services;
- special staffing provisions to aid the integration of special education students into mainstream classrooms;
- the provision of specialist equipment;
- the extension of special education advisory services to isolated and remote schools.

A review of the Special Education national formula is long overdue and should be addressed in the National Strategy for Equity in Schooling.

Students at Risk Program

Commonwealth funding for the Students at Risk Program has supported Northern Territory initiatives to provide specialised counselling and support services for students in this category.

This project targets those students in government schools most at risk of not completing secondary schooling. During 1992 a school-based project was undertaken in the Alice Springs urban area.

Schools participating in the program were Anzac High (Alice Springs), Alice Springs High, Tennant Creek High and the year 6/7 from their feeder primary schools. Sadadeen High and Yirara College were serviced on a needs basis.

Of the six major groups targeted in the National Strategy for Equity in Schooling, namely, students with disabilities, students at risk, students from non-English speaking backgrounds, Aborigines, low socioeconomic status students and the geographically isolated, the last three continue to be disadvantaged by being allocated resources on formulae that do not reflect relative need and are universally acknowledged as inequitable.

Literacy and Learning Program 1992

Under the General element of the Literacy and Learning Program, a professional development program to assist teachers of science and social education to become more aware of the language demands of their subjects was developed. Particular emphasis was placed on year 10 moderated tasks.

Under the National element, a research project into the effectiveness of language in-service programs was conducted with the Queensland Department of Education. The allocation of national resources in this program is determined by the flawed Index of Disadvantage.

National Project on the Quality of Teaching and Learning

A grant was received to support the Northern Territory Government's contribution towards the National Schools Project. This project is a joint undertaking of teachers, their employers and other national agencies to work towards improvements in the quality of teaching and learning.

AUSTRALIAN CAPITAL TERRITORY

Introduction

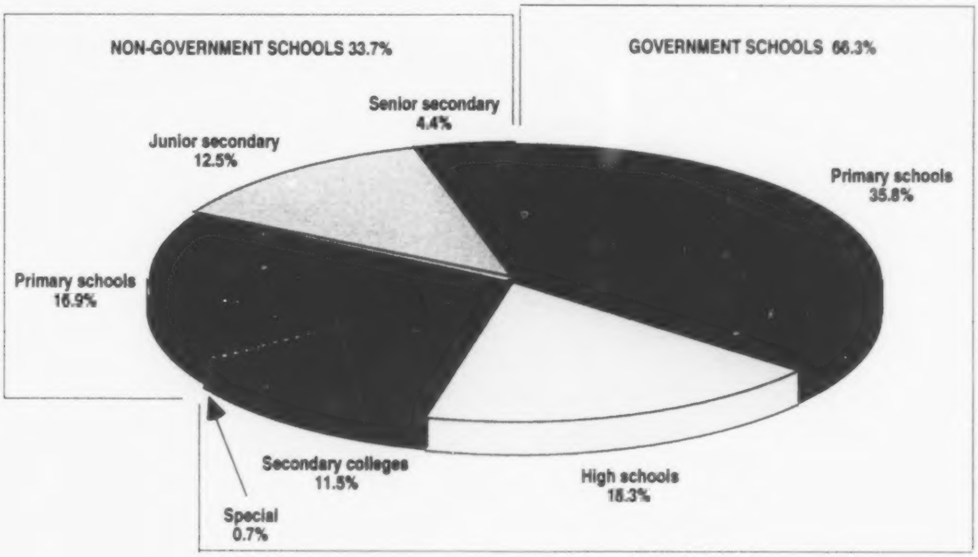
The ACT is a city state in the south-east of New South Wales. The federal government is located here, as well as much of the supporting public service structure. Canberra is also home to numerous diplomatic corps of most countries of the world. Latest census figures suggest that the ACT is the second most multicultural community in Australia. Established nearly 20 years ago, our government education system is the youngest in the country.

Students in the ACT attend a diverse range of government, Catholic and independent schools. Special needs, beliefs, values and areas of specialised interest are catered for in schools which pride themselves on achieving the best possible educational outcomes combined with awareness of national developments in curriculum and assessment. The multicultural nature of the ACT is enhanced by children of diplomatic staff, international fee-paying students and exchange students. As well, in 1992, 12 exchange organisations registered in the ACT sent 83 students overseas and hosted 87 overseas students in ACT secondary schools.

During 1992, educational services were provided to ACT students across the sectors by 133 schools ranging in size from 24 to 1,460 students. About two-thirds of the school population, or 41,019 students, were enrolled in 94 government schools. In addition, over 90 per cent of ACT 4-year-olds were attending preschools in the government sector, which provides most preschool and all special education services to the ACT community. A total of 20,843 students were enrolled in non-government schools in the ACT, approximately one-third of the school population. The breakdown of students in ACT schools by sector is shown in Figure 1.

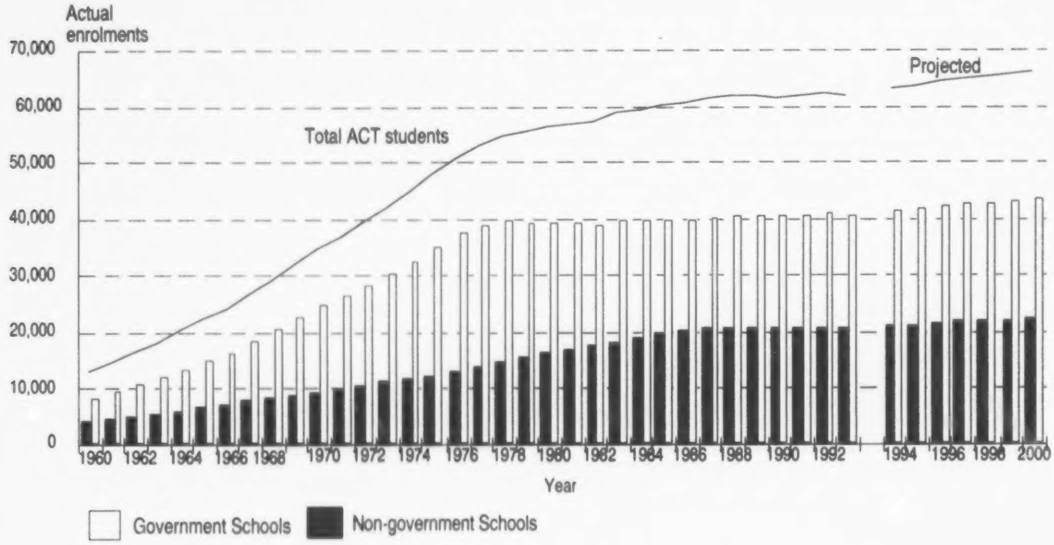
Overall there was a total ACT student enrolment of 61,862 with 4,222 teachers. Total enrolments in ACT schools have risen gradually in recent years and are expected to rise further by the end of the century, as indicated in Figure 2.

Figure 1. Students in ACT schools, by sector, 1992



Source: ACT Schools Census, July 1992

Figure 2. Students in ACT schools, July 1960 to 2000



Source: ACT Census, July 1960 to 1993, and Department of Education projections for the period 1994 to 2000

Mission statements

Government, Catholic and independent schools in the ACT work in partnership with parents and the community to empower students to live in, and contribute to, a rapidly changing society and to act as responsible and independent children, young people and later self-sufficient adults who care about others and their environment. All schools endorsed the Common and Agreed National Goals for Schooling in Australia and used them as a framework for evaluation of their current educational programs.

Priority objectives for 1992

Government schooling

The Education Plan for ACT Public Schools 1991–1993 outlines the directions for government schooling. Core values and principles identified as fundamental to the provision of ACT government education are:

- quality and excellence;
- fairness, equity and equality;
- community participation;
- cohesion and responsiveness;
- social and cultural consciousness;
- openness and accountability.

The four specific goals identified in the Education Plan for ACT Public Schools demand quality in:

- leadership and management;
- curriculum;
- teachers and the teaching and learning environment;
- the partnership between the department, schools and their communities.

Ministerial Advisory Council on Public Education

In December 1992 the Ministerial Advisory Council on Public Education was established to provide broad and specific policy advice to the Minister on matters affecting government education. Membership of the council consists of representatives of parent, teacher and student organisations, as well as the Minister himself.

Non-government schooling

Priority objectives for non-government schools in 1992 were to:

- maximise the competence, efficiency and confidence of teachers;
- provide better feedback to the school community and to involve the community in school operations;

- maximise the general competencies of students, particularly in literacy and numeracy skills;
- maximise learning for all students;
- increase participation in key subject areas, particularly in the areas of physical education, computer science, languages other than English, and science;
- increase the participation and achievement of disadvantaged groups of students;
- broaden the educational experiences of girls, especially in ways which increase their subsequent education, training and employment options;
- facilitate the transition of students between levels of education and from education to employment;
- provide opportunities for the continuing professional development of teachers;
- develop a range of skills, including reasoning, inquiry, problem solving and independent learning skills;
- provide better support services, for example counselling.

Additional priority objectives set by the Catholic Education Office (CEO) for their systemic schools in 1992 were to:

- affirm the dignity of the human person, created in the image of God, by promoting the full development of each person's potential within communities where genuine personal relationships grow in a climate of faith, freedom, peace, justice and love;
- present the Catholic Christian message, centred in the person of Jesus Christ, in ways appropriate for our times, through the renewal of religious education in schools and the revision of religious education guidelines;
- continue to assist school communities to base their organisation and curriculum in the teaching of Jesus and His Church;
- further improve the quality of communication between the CEO, schools and their communities, so that a service model pervades the relational and professional interactions of these partners.

Specific objectives identified for independent schools in 1992 were to:

- improve instructional facilities and materials;
- enhance parental and community involvement in the educational process;
- review curriculum from kindergarten through to and including year 12 to ensure each subject was presented in a manner which built on materials presented in prior years;
- analyse the contributions of integrated information technology to studies at the senior school level.

Excellence and equity

The ACT school system strives to provide fair, accessible, high-quality and adaptable educational services to all students to achieve its stated goals. Fairness, equity and equality are core values and principles for the provision of educational services in the ACT, catering for the full range of student needs and abilities in a wide variety of post-school destinations and within a multicultural, rapidly changing social context.

The great majority of all ACT students spend nearly 14 years at school, starting preschool at age four and continuing to the year 12 level. The ACT government sector's high retention and participation rates together with the percentages of students who are awarded system credentials indicate a high degree of school effectiveness. Clearly, quality educational services delivered at preschool, primary and high school levels provide an important base for students' future success in the later years of secondary schooling.

Effective schooling in the ACT is the result of many factors. These include devolution of curriculum decision making, ongoing teacher professional development and review, and community involvement in schooling. These are covered in more detail elsewhere in this chapter.

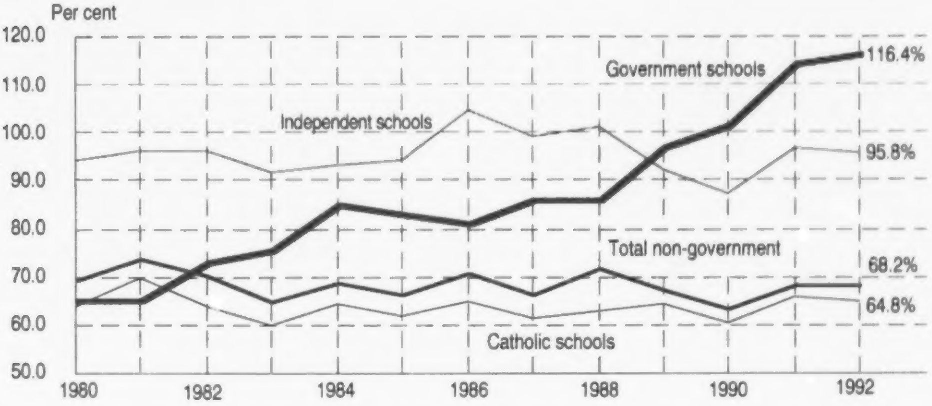
Extensive accountability measures are in place in the ACT to monitor the effectiveness of schooling and to ensure that an excellent education is provided equitably to all students in ACT schools. Equitable provision of services to students is given priority in all schools, where many special programs are in place to assist special needs students.

School effectiveness

Retention rates

The effectiveness of ACT schooling is evident in the very high proportion of students completing the full six years of secondary schooling. In 1992, the apparent retention rates in each of the sectors, as shown in Figure 3, were 116.4 per cent (government), 64.8 per cent (Catholic) and 95.8 per cent (independent). Government and independent schools have retention rates higher than the national average and the seemingly low retention rate in the Catholic sector is the result of some of these secondary schools not offering a year 11 and 12 curriculum. The high retention rate in the government sector results in part from the influx of

Figure 3. Retention rates, 1980–92



Note: Apparent retention rate is the ratio of year 12 students to year 7 students, five years earlier.

Source: Derived from ACT School Censuses, July 1980 to 1992

ACT Catholic students, non-ACT resident students, students from overseas and a small number of students taking three years to complete the two years of college education.

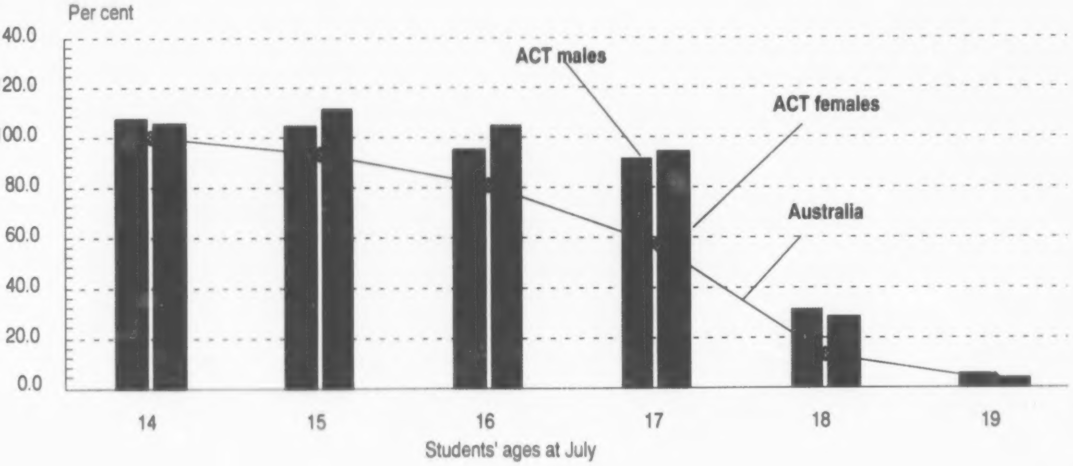
Participation rates

In the final years of schooling participation rates for students in the ACT are significantly higher than in the rest of Australia. Participation rates in ACT schools, shown in Figure 4, reflect the ratio of students to the population in the ACT of the same age group.

Certification and credentialling

Students in the ACT receive various forms of certification and credentials during the latter years of their schooling. The ACT Board of Senior Secondary

Figure 4. Participation rates, 1992



Source: Derived from ACT School Census, July 1992

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Studies (BSSS) provides accreditation and certification services for years 11 and 12 to government secondary colleges, ACT non-government schools (except for one school which uses the NSW Higher School Certificate), two schools in Papua New Guinea and the ACT Institute of TAFE year 12 program. Certificates provided are: the year 12 Certificate, Employment (E) Course Certificate, Tertiary Entrance Statement (TES) and Secondary College Record (SCR).

The BSSS policy deals with the issue of fairness in relation to students with physical and learning disabilities in several ways. It allows adjustments to their assessment programs, including sitting the Australian Scaling Test. The Board's policies also provide for special consideration where students are unable to complete work because of illness or misadventure. Students from special schools are now proceeding to senior secondary colleges and some colleges have designed special course packages for them.

Colleges identify non-English speaking background (NESB) students for whom the Australian Scaling Test may not be an appropriate measure of their performance. Special arrangements are made in the calculation of Tertiary Entrance Ranks for older students. Part-time, older and mature-age students' packages are in place.

Table 1. Year 12 certificates issued in 1992

Government schools	3,111
Non-government schools	1,192
TAFE (year 12 program)	68
Mature age	213
Total ACT	**4,584**

Source: ACT year 12 study

The number of students receiving a Tertiary Entrance Statement in ACT schools is shown in Table 2. A high proportion of students who receive a year 12 certificate also obtain a Tertiary Entrance Statement.

Table 2. Students receiving a Tertiary Entrance Statement in 1992

Government schools	2,046
Non-government schools	973
TAFE (year 12 program)	55
Mature age	165
Total ACT	**3,239**

Source: ACT year 12 study

Accountability

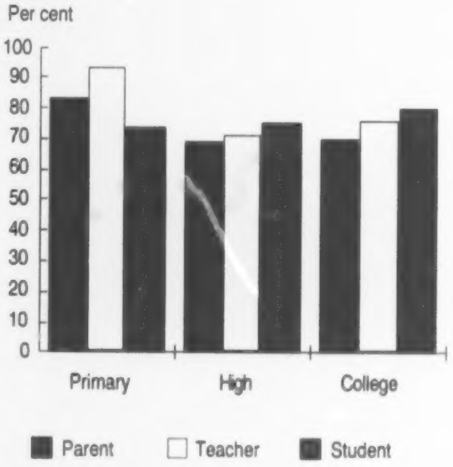
To support the achievement of effective schooling several accountability measures are in place in ACT schools, including School Review in government schools, School Renewal in Catholic schools and School Registration for non-government schools.

School Review

The process of School Review in government schools provides a focus for school improvement and future planning, accountability and public confidence. It completed its third year of operation in 1992 and included the first review of four of the five special schools in the system. Results of these reports show that parents have positive perceptions of their school's reputation and expressed overall satisfaction with the education of their children. Further data also indicated that across the sectors teachers consider their schools to be effective in achieving the best possible educational outcomes and that the community, including parents and students, view the educators as highly competent and professional at all levels. A selective sample of survey results is included below.

Parents, teachers and students found the government school environment was stimulating and challenging across all sectors, as shown in Figure 5.

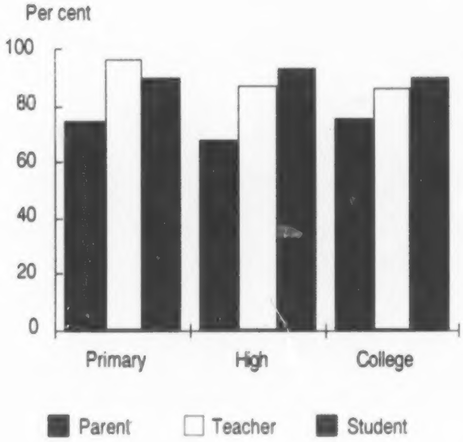
Figure 5. Stimulating and challenging environment



Source: School Performance Review and Development Section, *Report to Schools*, August 1992

Learning expectations, which refer to parents', teachers' and students' perceptions of the rate at which students will learn and how hard they will work, are shown in Figure 6. This diagram indicates that teachers are more confident of this outcome than parents and students in primary schools. However, student learning expectations are relatively higher in high schools and colleges.

Figure 6. Learning expectations



Source: School Performance Review and Development Section, *Report to Schools*, August 1992

School Renewal

The School Renewal process in Catholic schools completed its second year of operation in 1992. The process focuses on the cultural characteristics of schools and provides a flexible framework rather than a prescriptive model for the renewal of all aspects of school life.

Four Catholic primary schools and one Catholic secondary school surveyed members of the school community to ascertain ratings of the importance of specific characteristics of the schools and how well the schools performed in relation to these characteristics. In the four primary schools involved, teachers were seen as being very effective role models for the children and standards of teaching and learning were given high ratings by parents. Effective communication between staff and parents was identified as generating a high level of interest and participation in the life of the schools.

In the participating schools, staff and community cooperated in formulating action plans designed to address areas for development identified through the renewal process. These included independent learning skills and resource provision in some primary schools and strategies for enhanced home–school communication at secondary school level. These action plans are progressively implemented over the period of the renewal cycle.

Non-government school registration

Under the *Education Act 1937* non-government schools are required to be registered at all levels. Registration involves assessment of curriculum programs and physical facilities by appropriately qualified persons who represent the Catholic system, independent schools, tertiary institutions and the government school system. Approval is for periods of up to five years. In 1992, thirteen primary schools, four high schools and one secondary college had their registrations renewed. As part of the registration process, a survey was conducted with some of the schools re-registered in 1992 and recommendations of this survey will be addressed in 1993.

Community involvement

In government schools the partnership between schools and the community is highly valued. Parents and community members have been empowered to contribute to decisions about their children's education through school boards and parent associations. The Secretary of the Department of Education and Training, Ms Cheryl Vardon, who was appointed in 1992, values the input of all members of school communities and has implemented a consultative process in order to incorporate views of these associations, principals and community members as well as those of the Australian Teachers Union (ATU). By this process community expectations are frequently reflected in school policy and a focus has been provided by district meetings of school boards and the School Board Forum.

Project Harmony was devised in the government sector to develop strategies that would generate changes in attitude in government school communities so that barriers for participation would be broken down and the isolation of community members would be lessened. The goals for the project were to improve relations within and between members of the participating schools, particularly the student members of these communities; increase knowledge and understanding of the cultural diversity within participating school communities; foster constructive relationships between different cultural groups in the school community; and promote within schools practices which acknowledge and affirm the backgrounds and origins of all students.

Developmental work continued to be directed towards the clarification and upgrading of the role and responsibilities of Catholic school boards within parish school communities throughout 1992. Pre-service and in-service training opportunities were available for newly elected school board members. The willingness of parents to participate in the development of aspects of school policy and to systematically participate in the educational, pastoral and sporting programs offered to the students is a positive outcome of School Renewal in ACT Catholic schools. A further outcome is the use of the principles of devolution, responsibility and decision making. The development of greater local understanding of the links between school boards, parents' and friends' associations and school staff continued to be a focus at school and system levels.

Independent schools surveyed by the Department of Employment, Education and Training (DEET) espoused a broad definition of the term 'community'. In addition to parents and students, families, friends, and community support groups such as Koomarri, Pegasus, the Red Cross, and the Association of Independent Schools were mentioned as forming the schools' community. Given the international background of the Canberra community, international contacts brought a global flavour to the educational environment of the survey respondents.

The schools' communities were involved in every way including planning, policy development and implementation of objectives as well as more practical aspects such as fundraising, maintenance and volunteer assistance.

Equity issues for students

Achieving the best possible outcomes for all students is the goal for all ACT schools and many programs are in place to provide special services for disadvantaged groups of students.

Education provision for girls

Government schools continued to work towards the objectives of the National Policy for the Education of Girls in Australian Schools. The key areas are raising awareness of the needs of girls in the system, development of appropriate curriculum, ensuring a supportive environment for girls and the equitable distribution of resources.

Specific initiatives carried out in 1992 have assisted government schools in dealing with the issue of sexual harassment. School-based sexual harassment contact officers for students were provided with training to ensure that newly appointed contact officers understand issues relative to sexual harassment and the policy and the procedures for responding to student complaints of sexual harassment. Central courses on teaching students about the topic of sexual harassment, including both preventive and responsive strategies for students, were also conducted for primary and secondary teachers. A number of initiatives focusing on curriculum have also been implemented. A *Gender Equity Curriculum Statement* was developed, schools' curricula were reviewed as part of the School Review process, and gender-equity in-service training programs were conducted in 20 visits to schools and through 8 central courses on gender-inclusive curriculum.

New initiatives during 1992 were designed to raise staff and community awareness of the education of girls in the Catholic school sector. The CEO Gender Equity Committee developed and published an *Inclusive Language* document for use in school communities and funded action-research projects in primary schools, focusing on gender concerns within the curriculum. Awareness-raising activities continued in the girls' schools, with particular emphasis placed on parent involvement in specific programs, such as parent evenings on careers and curriculum.

Education for non-English speaking background students

There was a decrease in NESB government school students from 12,218 in 1991 to 8,551 in 1992. Of these, 3,543 students were identified for specialist ESL programs across government sectors and 450 students graduated from Introductory English Centres (IECs), where they had received intensive English language teaching prior to entry to mainstream schools. A third primary IEC was opened in July 1992, enabling easier access for students in the rapidly developing Tuggeranong districts. In the Catholic sector, of the 1,796 students eligible for ESL assistance, 672 were enrolled in ESL programs. The most prevalent NESB linguistic groups in this sector were Italian, Croatian, Spanish, Chinese, Polish and Vietnamese.

In 1992 an *ESL Curriculum Statement* was developed in the government sector to support ESL curriculum development in government schools. In-service training courses were held both in schools and centrally for ESL and mainstream teachers covering topics such as NESB girls and gender equity, computers in the ESL classroom, reviewing new arrivals' intensive curriculum and planning, and programming using the *ESL Framework of Stages*. Professional development and guidance is also provided for ESL teachers of NESB students who are identified in the annual Language Performance Rating (LPR) as most in need of ESL instruction.

Professional development and guidance was also provided for mainstream government teachers to enable them to better cater for NESB students. The *Language for Understanding Across the Curriculum* (LUAC) curriculum statement provides guidance for teachers on creating language-focused teaching and inclusive curricula that recognise and value the cultures and experiences of all students. Three secondary literacy and learning professional development courses, LUAC, Secondary Literacy In-service Course (SLIC) and Continuing Literacy Program (CLP), were evaluated through the National element of the Literacy and Learning Program 1991–92. This project was jointly conducted by the ACT Department of Education, the Canberra–Goulburn CEO and NSW Department of School Education, South Coast Region.

Education for Aboriginal and Torres Strait Islander students

There has been a slight increase in the number of Aboriginal and Torres Strait Islander students enrolled in ACT schools. In July 1992, 445 students were enrolled in primary and secondary schools, 396 in government schools and 49 in non-government schools.

Services were provided in government and Catholic schools in Aboriginal and Torres Strait Islander education through the Aboriginal Education Strategic Initiatives Program (AESIP) funded by the Commonwealth government. Through AESIP, government schools employed three Aboriginal Education Assistants (AEAs), two Home School Liaison Officers (HSLOs), a part-time Artist-in-Residence and four part-time Aboriginal Mentors. The CEO employed a part-time HSLO and provided funds for the employment of the Aboriginal Curriculum Consultant and the balance of funds to enable the HSLO position to be a full-time position. The ACT Department of Education and Training provided funds for two Executive Officers responsible for Aboriginal and Torres Strait Islander curriculum and program administration as well as staff in-service programs in Aboriginal education.

In Catholic and government schools, the HSLOs form a vital link between Aboriginal and Torres Strait Islander students, their parents and community and the staff of the school. The HSLOs also provide a valuable cultural perspective and historical input for teachers and non-Aboriginal students within schools. The AEAs located in government schools provide a focus for Aboriginal and Torres Strait Islander students and their families in improving communication and understanding between teachers and peers and encouraging involvement of Aboriginal people in decision making within the school. The Aboriginal Mentor Program in government schools provides support for individuals and small groups of Aboriginal and Torres Strait Islander students in mainstream classrooms. The Aboriginal Artist-in-Residence Program operating in government schools increases the appreciation and understanding of Aboriginal cultures and Torres Strait Islander culture for all students and the wider school community in the schools receiving the service.

Committees for the Aboriginal Student Support and Parent Awareness (ASSPA) Program operated in 15 Catholic schools, an increase of four from 1991, and in 45 government schools, an increase of 31 from 1991.

In 1992 a Catholic system Aboriginal Education Policy was developed using an extensive consultation process and received ratification by the Archdiocesan Catholic Education Commission for distribution to school communities. A pilot action-research teaching and learning program for Aboriginal and Torres Strait Islander students in Catholic schools, where individual students and small groups work with their classroom teachers or the Aboriginal Research teachers (employed through AESIP), was extended in 1992 to include six primary schools and one secondary school. Specialised language consultancy was available to the program from the CEO language and literacy unit.

In-service programs and workshop opportunities were provided in both the government and Catholic systems. Specific sessions related to raising awareness and increasing sensitivity of teachers to the special needs of Aboriginal and Torres Strait Islander students. Curriculum input was provided on issues in Aboriginal and Torres Strait Islander studies and curriculum perspectives. In the government system 128 teachers took part in seven full-day courses and in the Catholic system 57 teachers participated in six full-day in-service training programs. Eight Catholic primary schools and three secondary schools developed units of work in Aboriginal Education studies and perspectives as an outcome of the in-service program.

Education for students with special needs

Special schools in the government sector had 467 students enrolled, while 585 students attended special classes in government mainstream schools, often with the support of specialist teachers, in July 1992. Five Early Intervention Units were in operation by the end of 1992. These units provide special programs for 3- and 4-year-olds who have mild but specific developmental delays but who are expected to enter mainstream preschools and primary schools where possible. A Pilot Integration Program was implemented to examine the feasibility of integrating special needs students into government mainstream classes. Seven students, previously in special education placements, moved into mainstream classrooms. Additional resources were provided to schools to facilitate the integration program. This program will be expanded in 1993.

The integration program within the Catholic sector enabled 44 primary and 10 secondary students to participate in mainstream classes in 17 schools, with a further 17 primary students with disabilities and seven secondary students with disabilities identified for participation in special needs support programs. The integration program provided teacher aide assistance on a part-time basis and essential equipment for several physically disabled students. Teacher release time was also included to enable classroom teachers to participate in professional development activities related to disability and to liaise with parents and professional groups to discuss specific concerns and develop appropriate educational programs. CEO consultancy staff assisted schools and parents in areas of program design and implementation, student assessment and program evaluation.

Service provision to students with hearing impairment in ACT government schools was reviewed and recommendations for future service delivery to hearing-impaired students will be developed in 1993. Itinerant teaching services supported 14 visually impaired students and 33 special needs students received support from itinerant teachers of typing. Fifty special needs students received support in teacher time, assistant time, and the provision of specialised equipment to enable them to continue their studies in mainstream schools. The Hospital School which provides education support to students in hospital for long periods of time moved into new premises during the 1992 school year. An Adolescent Development Program opened in 1992 catering for students aged 12 to 15 years who experience behavioural, educational or social problems. This unique venue, a small farm, offers a range of challenging activities designed to enhance self-esteem and living skills and the program includes a comprehensive range of outdoor education activities.

The Reading Recovery Program operated in 57 government primary schools for children who were experiencing difficulty learning to read and write after one year at school. As part of this program, 474 year 1 children received intensive, individual assistance. The Learning Advancement Program was introduced into 61 government primary schools. Assistance was provided within mainstream settings for children with marginal learning difficulties, particular gifts and talents, and emotional and behavioural problems. In government high schools, support and appropriate learning experiences were provided to students who experience frustration and/or failure at school. Programs focused on developing literacy, numeracy and organisational skills in a range of curriculum areas. Students in the program are reassessed in year 8 and 27 per cent of Learning Assistance students were able to return to mainstream classes as independent learners.

The emphasis within the Catholic sector on the networking of resource teachers and class teachers of children with disabilities or specific learning difficulties was accommodated through a series of in-service training programs held throughout the year. These in-service training programs included 71 participants from 28 schools attending a one-day course focusing on integrating students with special needs; special education programming; integration workshops and topics dealing with the gifted and talented involving 75 participants; and the Special Education Diagnostic Assessment Package (SEDAP) was launched, the culmination of 14 months work by the development committee. Thirty-one participants were given in-service training on the use of SEDAP for students with special needs. SEDAP includes assessment information pertinent to the needs of the integrated child, Aboriginal children, ESL children, and the development of student profiles. A further integration in-service program was held during Term 4 for 44 classroom teachers of integrated students.

Gifted and talented students

Many government schools in the ACT have developed particular programs for their gifted and talented students. Over the past two years a number of initiatives have been implemented on a systemwide basis to help address the needs of gifted and talented students. Networks of staff from primary, high school and college sectors have been established to disseminate ideas and encourage cooperative teaching arrangements. Special education consultancy staff from the CEO continued to address the needs of the gifted and talented students on an individual referral basis through identification procedures and the provision of advice on the development of enrichment programs.

Disadvantaged Schools Program

The federally funded Disadvantaged Schools Program (DSP) is designed to assist those schools serving communities with the greatest degree and concentration of socioeconomic disadvantage by increasing educational opportunities for their students. Participation in this program, known in the government sector as the Priority Schools Program, is limited in the ACT to two government and one non-government primary schools. One government school has initiated a Home School Liaison Student Support Program. The second school has concentrated its resources on a developmental playground for the teaching of social skills and enhancement of gross motor skills. The Catholic primary school project focused on the development of sports education in the school. A specialist physical education coordinator was employed to develop and coordinate a K–6 sports program, to assist staff in developing a K–6 physical education curriculum document, and to help coordinate and encourage parent development of extra-curricular sporting activities.

Distance education

In 1992, 21 government school students accessed this program which is provided by the NSW Department of School Education. During 1992 the CEO established its Distance Education Centre. In August, funds were received from the National element of the Country Areas Program to deliver telematics lessons to 155 students in Catholic and NSW Department of School Education rural schools in the south-western region of NSW. Using Canberra as the base, lessons in the Indonesian language were taught through this medium as well.

General and vocational education

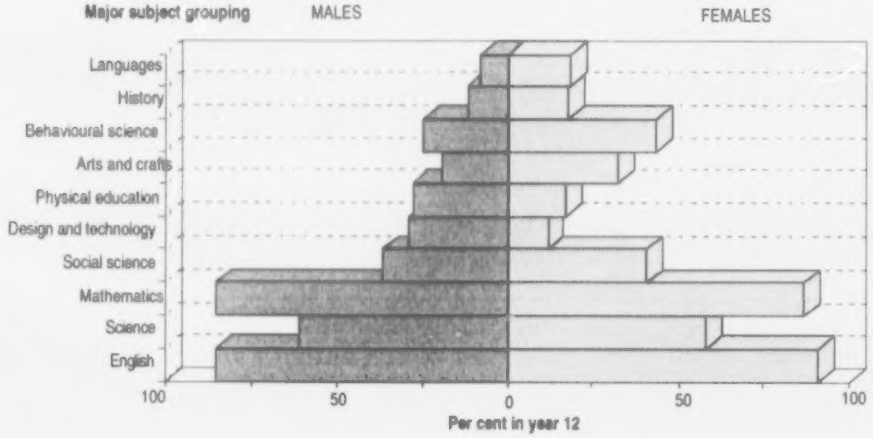
ACT schools have traditionally focused on providing students with a broad-based general education. Higher than average retention rates have emphasised the need to diversify the curriculum by strengthening the links between general and vocational education. The issues raised by the Mayer Committee and the Carmichael Report were given particular attention. As a consequence, the following initiatives were taken in government schools during 1992:

- a review of the future development and direction of secondary colleges and their role in the delivery of vocational training;
- the establishment of an Education and Training Coordination Committee to better coordinate the governmental response to the training reform agenda, maximise opportunities for narrowing the divide between schools and the post-school vocational education and training sector, and establish an Education and Training Forum which brings together all stakeholders aimed at developing systemwide commitment to key reform initiatives;
- the development and preliminary implementation of a framework for formalising links between the secondary system, both government and non-government, and industry, through the identification of college teachers to liaise with each of the 15 industry training advisory bodies in the ACT;
- the accessing of Commonwealth funds for testing the implementation of the Australian Vocational Certificate Training System;
- a particular emphasis on communication with government schools, through newsletters, addresses to school staff and in-service training;
- consideration by the BSSS of the inclusion of national competency standards in vocationally oriented school curricula.

Course frameworks

Year 11 and 12 teachers from government and non-government schools mapped draft Key Competencies against existing school-based curricula and also analysed the impact of the proposed competencies on special needs students and NESB students in 1992. The BSSS endorsed the development of course frameworks to guide the school-based course development in all senior secondary subjects. Three pilot projects for course frameworks were undertaken in the latter half of 1992, with development in all subject areas planned for 1993. Course frameworks will provide the essential basis for the development and accreditation of any course within a designated subject area and also offer a common basis for assessment and reporting of student outcomes in courses based on the framework. They also address the relationship between general and vocational education in specified subject areas. Finally, they take

Figure 7. Year 12 participation in all courses, all ACT schools, 1992



Source: ACT Schools Census, July 1992

account of national directions and will use the eight areas of learning to regroup school-based courses.

In 1992 courses were grouped as indicated in Figure 7, which shows the participation rates for various subject groupings for all year 12 students in the ACT. These combinations will be regrouped in 1993 to match the eight areas of learning.

Curriculum development

Government schools, non-government schools and the Canberra Institute of Technical and Further Education (TAFE) in conjunction with ACT Industry Training Councils and Advisory Boards, were successful in obtaining Commonwealth funding for several Australian Vocational Certificate (AVC) Pilot Projects in 1992. The ACT Department of Education and Training, the BSSS and the non-government sector have cross-representatives on steering committees for a TAFE-focused project and a school-based vocational options project.

The Training in Retail and Commerce (TRAC) course was developed during 1992 and is a joint initiative between the ACT retail and commerce industry, government and non-government secondary schools, the Dusseldorp Skills Forum and the ACT vocational training sector. It is jointly funded by the Department, TAFE, the Vocational Training Authority (VTA) and retail industry. TAFE has representation on the TRAC Management Committee. One ACT secondary college has an arrangement where parallel programs in business studies are taught at that college and at TAFE and upon completion successful students will be awarded a TAFE credential, a Certificate in Business Studies.

National Office Skills Project (NOSP) modules were incorporated in courses in three ACT secondary colleges. The modules were developed for entry-level traineeships into public services and were trialled in three States. The ten Introductory Hospitality modules were taught in several secondary colleges as part of the Tourism and Hospitality Employment (E) courses. The completion of the modules enabled students to meet entry requirements for the Associate Diploma in Business Hospitality. The Manufacturing Technology E course consists of eight of the Broad-Based National Metals modules and is taught in two colleges.

Work experience and careers

The ACT Work Experience Program for ACT school students placed 4,609 government and approximately 2,500 non-government students with a variety of ACT and interstate employers during 1992. Of these government school students, 181 were either physically or learning disabled. The Work Experience Database for government schools currently identifies 552 employers who are willing to place students with disabilities.

The Annual Careers Market and Tertiary Orientation Program (TOP) display took place in July 1992. The display attracted students from the ACT and south-eastern region of NSW, with approximately 4,000 students visiting the display over the two days.

A range of career education professional development activities was undertaken in 1992 on a joint government and non-government school basis. In-service training for careers advisers included training for newly appointed advisers; updating of skills, knowledge and procedures; and information regarding specific programs such as Work Experience for Disabled, Job and Course Explorer (JAC)–Training Program for Operators/Users, new Work Experience Guidelines for ACT Schools and Labour Market Trends.

All Catholic secondary schools have agreed in principle to implement the new ACT Work Experience Guidelines. Significant careers education outcomes in Catholic schools were the publication of *Making Choices Count*; counselling of students at risk; developing a program linking special education students with work skill and vocational training support services; and coordinating secondary schools' involvement in programs such as Training Excellence Week ACT; Tradeswomen on the Move; engineering careers information nights; and university information sessions for careers advisers and students.

Career advisers from TAFE visited and talked to independent school students, especially those in years 10 and 12. Plans exist to offer joint school–TAFE courses in tourism and hospitality in 1993. Living skills programs for senior school students included exposure to a variety of career opportunities offered by TAFE, tertiary studies, business, industry and health services through excursions and visiting guest speakers. Work experience is introduced in year 10 and students are given the option to undertake additional work experience during school holidays in years 11 and 12. Students valued the opportunity and a significant portion chose to participate in the optional extended experiences. A continual cooperative-style work experience program was trialled during 1992, but it was not successful and the traditional style of one week per annum will be used in 1993.

Post-school destinations

In 1992 data was collected on the school leaver cohort. This focus was a response to the difficulties faced by the school leaver at a time of shrinking opportunities for employment and further education and unprecedented levels of retention to year 12. Preliminary data shows that the ACT universities cater for a larger proportion of interstate school leaver commencers than other States and Territories and a high proportion of mature-age enrolments. With the benefit of this data, a strategy will be developed for improving opportunities for ACT school leavers to participate in further education and training.

Areas of student learning

National curriculum

Throughout 1992 the national collaborative curriculum projects were informed by, and also informed, ACT curriculum developments. ACT teachers were involved in various stages of consultation, trialling and validation of the draft mathematics, English and other profiles. These documents, although in draft form, had a considerable effect on the process of school-based curriculum development. Teachers became aware of the power of the outcomes approach to curriculum development and practice. The major implementation of the national collaborative curriculum in the ACT was the development of the ACT mathematics framework.

ACT curriculum

Curriculum development and decision making in ACT schools is school based. Teachers, in consultation with students, parents and the local community through school boards, prepare curriculum documents in their schools. In government primary and high schools this decision making takes place within a context of developmental policies, 14 curriculum frameworks, and curriculum statements developed by the department's Curriculum Section. Curriculum frameworks relate to the eight areas of learning, whereas curriculum statements are based on across-curriculum perspectives and do not deal with subject-specific content matter. As part of the School Review process in government schools, all aspects of the curricula of schools undergoing review were examined and evaluated.

Teachers from all sectors work collaboratively in curriculum development and on accreditation panels. This process provides direct links with the universities and TAFE. Principals of government schools received copies of all ACT curriculum documents developed, including the curriculum frameworks in the eight key learning areas and curriculum statements.

Across-curriculum perspectives

Nine across-curriculum statements addressing educational and societal issues were identified for government schools. These perspectives influence the development of goals, planning for teaching and learning, and the selection of content and evaluation. Specifically the nine across-curriculum perspectives are: Aboriginal and Torres Strait Islander education, Australian studies, gender equity, multicultural education, special needs, work education, Language Across the Curriculum (LUAC), information technology and environment education. Curriculum statements have been prepared for environment education, information technology education, LUAC and special needs education, and during 1992 further statements were developed for gender-equity and ESL.

The LUAC course was conducted in a Catholic secondary school with staff from the English, mathematics, science, history, LOTE, ESL and special education departments. The course focused on strategies involved in learning which require reading and writing skills.

Key learning areas

English

English aims to develop in students the skills of English language and literacy, including skills in listening, speaking, reading, viewing and writing. A major focus was the trialling of the national English profile in two government schools, its validation and system consultation on the national English statement. Following these processes further responses were given to drafts of these documents. Teachers from non-government secondary, primary and ESL sectors of education were involved in the consultation processes regarding the English statement and profiles. This formed a valuable part of their professional development.

Eighteen government schools undertook cyclic reviews of their English or language arts curriculum documents and were given advice and assistance in the implementation of the *ACT English Language Curriculum Framework*. English teachers piloted the idea of course frameworks for years 11 and 12 to assist in the development of English courses in colleges and for the assessment and reporting of student outcomes in those courses.

Professional development was provided to teachers in government and non-government schools in the Continuing Literacy Program (CLP). This six-unit program was delivered to two primary and two high schools as well as to teachers from an Introductory English Centre and a special school. It was also provided as a central course for Learning Advancement and Learner Assistance teachers and for teachers working in schools where the program had already been presented. A new five-week professional development course entitled Literacy in the Early Years was piloted.

The ACT government system was involved in two nationally funded collaborative projects. A report was written on work undertaken with the Canberra – Goulburn CEO and the NSW Department of School Education, South Coast Region looking at the nature of teacher in-service training in literacy. Work also began on investigating the literacy proficiencies of students in poverty in relation to national profiles. This involved six early childhood teachers from the ACT undertaking action-research within their classrooms; consulting with a reference group, including teaching staff from the University of Canberra; and writing a report in collaboration with the Tasmanian and South Australian Departments of Education and the South Australian and the Sydney Catholic Education offices. The work from these projects will contribute to the development of a new national early literacy and learning professional development package.

The ACT Australian Reading Association (ARA) and the ACT Association for the Teaching of English (ACTATE) continued to enjoy strong teacher participation and provided quality professional support. As part of Litfest, ACT students' writing was published in a book titled *Maybe Even Tomorrow*.

The whole-language professional development course Frameworks developed at the University of Wollongong was successfully trialled with one Catholic primary school staff. This course examines relationships between learning, language, reading and writing by bringing theory and practice together. The course is conducted by a trained facilitator over ten two-hour sessions with between-session readings and classroom strategies which must be completed by all participants.

In independent schools students were encouraged to undertake extension work which emphasised advanced grammar and written expression, while students from rural backgrounds were encouraged to study a language and extra audiovisual resources were provided to expand their exposure to linguistic concepts. Individual and small-group tutoring was provided in English expression and spelling for students from non-English speaking backgrounds. Students with disabilities were given individual tutoring as well as encouragement to use computers to overcome writing difficulties.

Languages other than English (LOTE)

LOTE aims to develop in students a knowledge of languages other than English. *Setting Directions for LOTE 1992–2000* envisaged that by 1995 all government primary schools will offer LOTE programs, and by 1996 all year 7 and 8 government students will take a full program continuously in at least one LOTE.

In government schools in 1992 there was an increase to 17,421 student enrolments in languages (which included Chinese, French, German, Greek, Indonesian, Italian, Japanese and Spanish) from 13,472 language enrolments in 1991. In 1992, 35 out of a total of 64 primary schools offered a LOTE program and five new programs were established. Several high schools and colleges broadened their LOTE offerings to include a wider choice of languages. The situation is slightly different in non-government schools, where a range of LOTE is offered at both primary and secondary levels. The most popular languages in primary schools are Italian, Japanese and German. This situation is different again at the secondary levels where Italian, Japanese and French are the LOTE most frequently studied. Indonesian, Latin, Chinese and Russian are also taught.

Planning to assist teacher development as well as schools in establishing new programs was carried out in 1992. These planning initiatives included a course, negotiated with the Australian National University, to enable teachers to undertake a Graduate Certificate in Language Teaching, which will include both language upgrading modules in Japanese and Indonesian and modules in applied linguistics and language teaching methodology; a proposal to seed special programs in Indonesian, Chinese and Thai; and a proposal which is designed to further the Asian literacy of students across the curriculum.

LOTE initiatives that were implemented in government schools included funding for an Indonesian tutor to work with Indonesian teachers to develop their language teaching; development of a professional development package to be used to provide in-service training for teachers beginning in 1993; and development of a draft ACT LOTE curriculum framework which draws on the strands established in the draft LOTE national statement.

Management of the Community Language Program for government schools was assumed by the Department of Education and Training and 17 schools received funding. The CEO-managed program funded eight Catholic schools.

All independent school students were encouraged to participate in language studies, which were supported by close contact with ethnic cultures and communities. This contact, in addition to student exchange programs, enabled students to enhance their communication skills in practical situations. Some of the languages offered included German, French and Dutch, while the study of Japanese was viewed as a particularly important asset for those entering careers in commerce and tourism.

Science

Science curricula in several ACT schools were reviewed within the School Review program during 1992. The science courses of special schools were included in this process, and the ACT across-curriculum perspectives, which include students with special needs, and gender, were addressed.

The development of the science profile began in July 1992, with input from the ACT Department of Education and Training and all States and Territories. Consultation meetings were held in the ACT to consider the first draft of the science profile and a report was prepared outlining the ACT's response. ACT teachers provided annotated work samples for the development of the profile.

ACT students were involved in clubs, research schemes and competitions at both the local and national levels. The ACT Science Fair attracted over 1,200 entries and reflected the challenging science that is being taught in ACT schools.

A number of initiatives by primary and secondary schools focused on relevant and practical experiences in order to facilitate and enhance the learning process. Gender-specific programs continued to operate in a variety of schools, resulting in increased participation rates of girls in science subjects at college level. Family Science (FASPA) projects brought students of all levels and their families together in a stimulating learning environment.

Teachers from primary and secondary government schools participated in courses offered by the ACT Institute of TAFE, the University of Canberra, the National Science and Technology Centre, the Academy of Science and the ACT Science Teachers' Association. ACT science teachers were successful at the national level at achieving a BHP Science prize and fellowships to travel overseas in order to study science education centres and systems in other countries. In government schools science education was further supported by a curriculum development grant from the ACT Department of Education and Training to develop an interactive approach to science teaching.

An intensive two-day Science Coordinators Management Skills in-service training course was conducted for the non-government sector by the Science Coordinators Area Non-government Network (SCANN) in association with the CEO.

In some independent schools the science curricula were under review to ensure that the aims of the national science statement were being met. Emphasis in the review was given to cross-curricular studies and updating resources. Primary schools integrated science with history and geography. Students were encouraged to enter competitions and to join the CSIRO's Double Helix Club. Girls were particularly encouraged to participate in science courses, with the result that a large number continued with biology, chemistry and physics after completion of compulsory science in year 10.

Technology

Work has continued in government schools, both primary and secondary, to develop technology curricula reflecting contemporary directions in this learning area. Particular emphasis has been placed on the primary sector to consolidate an understanding of technology as a learning area and to facilitate the planning and implementation of technology curricula in the primary schools during 1993 and 1994.

Central and in-school professional development programs for technology teaching and learning were conducted in 1992. These programs assisted participating schools to identify options for implementing the technology curriculum from K–6. The development of teaching and learning strategies which are gender inclusive has been of particular importance for all schools involved in this process. Individual schools developed their own strategies in order to address issues of gender inclusivity in technology. Primary teachers have successfully initiated and applied gender-inclusive strategies in technology classes, where construction kits are used to model ideas, and in programs where students make extensive use of computers. Secondary technology classes have introduced design-based themes which are specifically inclusive of girls' interests as well as those of boys. The program for students with physical disabilities in primary and secondary schools made further provisions for these students to work in practical learning contexts, particularly in secondary design and technology practical workshops. Other technology programs, such as the primary school study which examines the traditional Aboriginal technology of string making, involved students in creating their own string from naturally found materials. This is one example of the way in which government schools developed culturally inclusive technology units.

The process of School Review involved four special schools in a review of their technology curriculum. In other reviews special emphasis was placed on giving consideration to the inclusion of provisions for gender equity, special needs, students with non-English speaking background and Aboriginal perspectives in school documentation.

Eight government schools were involved in the ACT's response to the national curriculum and developed documented work samples subsequently used in the development of the technology profile. During November, ten government schools participated in ACER's validation of the profile.

Non-government secondary technology teachers participated in a conference on the design and technology learning areas during 1992 in association with the CEO.

In independent schools, the development of computer skills was actively encouraged, especially from year 7 onwards. Early compensatory skills development was emphasised for students with disabilities. These students often derived needed skills development from the use of electronic technology. Opportunities were provided to gifted students for enhancement and extension of classroom activities. Rural students and students from socioeconomically disadvantaged backgrounds also benefited from the expanded perspectives and experiences provided by computer technology.

Mathematics

In 1992 the ACT trialled the national mathematics draft profile in the space and number strands. A project officer was appointed to coordinate the project during

Terms 1 and 2. The project had two main sections. The first section was the ACER validation of the outcome statements. Ten teachers in the primary and secondary sectors participated in this exercise. The second section of the project involved 16 teachers trialling the profile (levels 1 to 6) and providing constant feedback to the project officer. At the end of the project a display of the information gathered and samples of the type of activity generated in classrooms was mounted. A further ten teachers participated in the revalidation of the profile when levels 7 and 8 were produced.

Four special schools were involved in mathematics curriculum review as a part of School Review. Curriculum section officers visited special schools and spent time observing their operation. Curriculum advice was provided to assist these schools. Special emphasis was placed in all school reviews on ways in which the across-curriculum perspectives could be integrated into course documents. Gender-equity, special needs students and Aboriginal perspectives were a feature of the reviews.

During 1992 four mathematics curriculum development grants were awarded. In all cases the projects encouraged involvement from various groups in the community and had a cross-sector component. A high school received funds to develop a series of mathematics trails to be incorporated into the primary school orientation visits and for use by the students at the school. Another school received funds to enhance the school curricula by integrating the learning of mathematics with the development of perceptual motor proficiency. Funds were awarded to a Family Maths (FAMPA) Project to extend and upgrade the existing FAMPA library and resource centre. A group of teachers was also awarded funds to continue their network project aimed at curriculum development, implementation and assessment.

The ACT Minister for Education and Training launched the published version of the ACT's *Mathematics Curriculum Framework*. This framework incorporated the *National Statement on Mathematics for Australian Schools* and was distributed to all government schools in the ACT.

Studies of society and environment

Studies of society and environment aim to develop students' ability to investigate the historical, cultural, social and environmental factors that shape their social identity and to participate effectively and responsibly in society. During 1992 implementation of the draft *ACT Social Education Framework* continued through a nine-workshop professional development program. LUAC was emphasised and the Cooperative Learning Program continued.

Cooperation towards the development of the national curriculum consisted of two consultation meetings with networks of teachers and other interested groups to assist in the construction of the brief for the writing of the studies of society and environment national statement. Fifty people attended these consultations. The draft national statement was sent out for consultation to these networks and to every ACT school at the end of 1992.

All the teachers' professional associations in this learning area presented a range of professional development for teachers and students in the form of seminars, conferences, meetings, public lectures, field trips and publications. Over 700 teachers and more than 1,000 students took part in activities organised by teachers' associations in history, social education, behavioural science, commerce and geography.

Several education kits were developed and trialled in partnership with teachers and departmental officers. A curriculum development grant was made to a cluster of ACT government schools, involving ten teachers in three primary schools, a high school and a secondary college for an Asia and Pacific Scope and Materials Project, ranging from kindergarten to year 12.

In Catholic schools a committee was formed to examine framework statements and profiles. Given the potential for incorporating religious studies in human society and its environment, a central office religious education specialist was involved.

For independent schools problem-solving techniques, self-directed studies, teamwork concepts and research skills were developed through discussions and debates on current social issues, while attention to regional culture and geography had increased students' understanding of Asian culture and its influences on Australia. There was a focus on environmental issues, including rubbish analysis, sorting, recycling and disposal, which was used to increase student awareness. Sun-protection policies were introduced as part of health studies.

The arts

In the ACT the arts share equal esteem, value and emphasis in the curriculum with other areas of learning. The aim is for all students to participate in arts education to at least the end of year 10. During 1992 a strong commitment was made to contribute to the Arts National Curriculum Project and to increasing teachers' awareness of, and participation in, the project. Consultation on the arts national curriculum statement took place in second semester.

The arts professional development program continued with assistance in the implementation of frameworks into government schools' curriculum through the development of scope and bands sections in three of the five strands of the arts. The full program, which runs for 21 hours, was delivered to six schools as part of a continuing professional development program for teachers. Centrally run courses, focusing on across-curriculum perspectives such as the Arts and the Environment and the Arts and Gender Equity and Special Needs continued for the first semester. In after-hours courses ten schools participated in workshops tailored to the schools' specific needs. Fifteen centrally run workshops were delivered in specific arts areas. At least 400 teachers were professionally developed through these courses.

The arts in schools were supported by systemwide projects such as exhibitions, festivals and performances. These included the annual Young Composers' Music Festival, the annual Canberra Milk Dance Festival, Schools' Art Exhibition and Inter-college Art Exhibition.

There were also a number of joint curriculum initiatives undertaken in the government sector. The Music Education Program, operated jointly by the department and the Canberra School of Music continued at two primary schools and their feeder high schools. The Theatre-in-Education Program conducted by Jigsaw Theatre provided schools with high-quality theatre on a range of cross-curriculum themes such as social justice, protective behaviours and grieving, the environment and multiculturalism. An Aboriginal Artists-in-Schools Program was undertaken.

Professional associations in the arts are very active in the ACT. These associations have promoted the arts in schools as well as provided teachers with support networks, discussion forums, publications, workshops, local and national conferences.

On behalf of the Shakespeare Globe Centre, Australia, the CEO organised the Third Annual Shakespeare Festival for secondary school students from 14 government and non-government schools and colleges. This festival assisted teachers and students in the exploration of Shakespeare's plays as texts for performance in the categories of design, music and performance of dialogue or scene.

Art teachers in Catholic schools developed a program of in-service activities for 1992 which addressed teaching strategies, student assessment, graphic design and the teaching of the theory of art.

Health

Eighteen government schools' health and physical education documents were reviewed during 1992. Four of these were special schools, where personal visits were arranged with the teachers and principals to discuss the curriculum in this area. Two significant drug and alcohol education projects were undertaken. These were the School Development in Health Education Project and the Binge Drinking Prevention Project, which both included workshops for students and teachers. Valuable input was provided by students attending the Binge Drinking workshops.

Many action-research workshops were held which provided input into the construction of the primary and secondary national materials for the National Health and Environment Project. The HIV/AIDS policy was released for consultation and a series of workshops were held for teachers in the area of HIV/AIDS prevention education from kindergarten to year 12. Consultation meetings were held for the National Health Curriculum Brief, involving teachers and community members interested in this learning area.

Physical education workshops were held for primary teachers with the assistance of the Australian Sports Commission. One workshop focused on developing safe exercise programs for students and another on developing perceptual motor programs for students with coordination difficulties. 'Life. Be In It' staff were also trained as presenters of the Safe Exercise course.

Non-government teachers participated in professional development programs which focused on personal development; health and physical education; drug and alcohol education; the national health statement; protective behaviours; and social health issues education.

Teaching and learning

In the ACT a number of pedagogical developments, curriculum initiatives based on the use of technology, and professional courses for teachers took place in 1992. Teachers have been recruited from interstate and the teaching profile for ACT government teachers shows a highly experienced and well-qualified workforce.

Pedagogical developments

National Project on the Quality of Teaching and Learning

Government schools are committed to exploring the priorities of the National Project on the Quality of Teaching and Learning (NPQTL), namely teachers and their work, their profession and their education. Five government schools were involved in the National Schools Project (NSP) constituting the work program of the third NPQTL working party on Work Organisation and Related Pedagogical Issues. School staff participating in the NSP explored changes to their work organisation to improve student outcomes. Barriers to change in these schools have been removed by agreement with the Australian Teachers Union (ATU) on a quarantine basis to allow teachers the freedom to rethink teaching and learning. The participating schools experimented with class size arrangements; technology; pastoral care programs; the allocation of resources for special needs teams to work differently throughout the school; and timetable restructure. The project has enabled a more flexible approach to program delivery by teachers. The reforms were systematically evaluated and to date results have been positive, with many teachers in the NSP schools recording improved student achievement and professional benefits.

Application of technology

Clever schools

The Clever Schooling Project in government schools emerged from changes in the use of information technology in the teaching/learning process. Analysis of this project identified the type of pedagogy schools will need to use if they are to maximise the use of information technology. Sixteen government schools formed a kindergarten to year 12 consortium in order to develop a number of integrated strategies.

Knowledge of Information Technology Teacher Education Network

The Knowledge of Information Technology Teacher Education Network (KITTEN) was established to develop a low-cost, high-impact professional development program that would enhance information technology education through acquisition of information technology skills and pedagogical change.

Computerised Use of Technology in Education (CUTE) for independent schools

Independent school staff made use of modern technologies to enrich learning experiences and to facilitate access to library resources. Teaching staff used computers for administrative tasks and the preparation and presentation of instructional materials. Administrative functions were computerised because of the extensive amounts of information generally involved in management. Student records, financial reports and correspondence were usually computer generated. In-service training and professional development opportunities focused on the acquisition of computer and information management skills. Teachers had also been encouraged to attend appropriate seminars and conferences from time to time. Students were encouraged to become familiar with the variety and applications of available technologies.

Professional development

Professional development was undertaken centrally, in districts, in various networks, in schools and through local professional associations to keep ACT teachers abreast of the latest pedagogical developments. Assisting all students to realise their potential and develop fully as individuals and members of the broader community is the main goal of ACT teachers.

Professional development courses for government school teachers emphasising pedagogy included Teacher Effectiveness and Classroom Handling—Project TEACH; Induction, Deduction, Enquiry, Analysis and Synthesis—Patterns for IDEAS; and Working Ideas for Need Satisfaction (WINS). These courses are 45 hours in length and are accredited by tertiary institutions. Over 240 teachers have completed these courses. A comprehensive 13-hour student management program, Working Ideas for Needs Satisfaction (WINS), has been trialled by three primary schools and one high school.

Central courses and consultancy

There were 339 central courses offered during 1992. A total of 5,362 staff attended courses on leadership development, curriculum, supervision skills, appraisal, financial management, school review, accreditation and assessment. Other programs were provided on a consultancy basis for schools and sections. These included team building, project facilitation and career planning. Opportunities for teacher exchange (16 staff) and staff tours (54 staff) have provided staff with interstate and overseas experience in other education systems. Over 300 teachers were involved in graduate and postgraduate study and 41 public servants in government schools and the central office were following a course of work-related study.

Australian Leadership, Assessment and Development Project

The Australian Leadership, Assessment and Development Project was introduced into the ACT in 1988 and is used to identify, evaluate, train and promote key personnel for a leadership role in education. Data is gathered under controlled conditions where job-related tasks are performed. This is used to provide an in-depth analysis of strengths and weaknesses linked to professional development options and career planning. Fifty-four deputy principals have completed an assessment centre program and are involved in a subsequent two-year personal development program. Mentoring workshops have been held and the Leader 1,2,3 Program for principals as instructional leaders will occur early in 1993.

Teacher Review and Development (TRAD) Program

Teachers in government schools have been participating in TRAD programs since they were trialled in 1990. The professionalism of the teaching service is being enhanced through expansion of teacher-appraisal models as part of the TRAD Program. Teachers undertaking TRAD have been provided with an extensive and consultative in-service training program on the implementation process, including self-evaluation techniques, communication skills, data collecting and feedback skills. By the end of 1993 all government schools in the ACT will have been introduced to TRAD and $200,000 will have been devolved to districts over the 1992/93 school years to assist in this implementation process.

QTL, SET and TET

The Quality Teaching and Learning Program (QTL) incorporated a total of thirteen Catholic schools in the ACT. This program considers the range of strategies and skills teachers use to achieve student learning and systematically builds on these to achieve new learning. The processes used build on notions of collegiality and encourage support amongst staff through discussion, demonstration, planning and practice.

The Supervision for Effective Teaching (SET) Program was conducted by the CEO for 54 participants over two program intakes. The involvement of Catholic secondary school participants facilitated action research into secondary school structures that enhanced collegiality among teachers. A series of Teacher Effectiveness Training (TET) courses was held for Catholic teachers, involving 25 hours of coursework.

Recruitment/selection

As in previous years, a recruitment campaign was conducted across Australia which, through merit selection, resulted in 196 new teachers being offered employment in government schools. Among these were 46 teachers especially selected to work with children with special needs. It was seen as a priority to employ experienced teachers with expertise in behaviour management and those interested in working with secondary special education classes in mainstream schools. A further priority was the employment of skilled and qualified Japanese teachers and school counsellors.

Teaching profiles

Teachers in the ACT government school system are classified at five levels: Teacher Level 1 to Teacher Level 5. In July 1992, about 97 per cent of all teachers were located in schools. The remainder worked on educational administration and review, and curriculum development functions in the central office of the department.

In July 1992, about 70 per cent of all Level 1 teachers were distributed across the four highest salary increments or the Advanced Skills Teacher range. This indicates that the government teaching service is largely comprised of experienced and well-qualified teachers. The proportion of female teaching staff has remained static across the promotional grades since 1990 with the exception of Level 4 staff. For instance in July 1990, 33 per cent of Level 4 teachers were female, compared to 43 per cent in July 1992.

The proportion of male teachers is higher in non-government schools than in government schools. In primary schools, 18 per cent of teachers are male compared to 16 per cent in government schools. The difference is more marked at the secondary level. In non-government schools 45 per cent of teachers are male, compared with 41 per cent in government schools.

Advanced Skills Teacher 1

By the end of 1992, 1,172 government school teachers had gained Advanced Skills Teacher (AST) 1 status. The *Teachers Non Government Schools (ACT) Award 1991* was varied to accommodate the AST 1 classification for four-year trained teachers. In addition, consideration was given to remunerating three-year trained teachers in non-government schools who had successfully completed an agreed amount of professional development over the past two years to progress to the top of the salary scale.

Resourcing ACT schools

Expenditure

During 1992 the Commonwealth contributed $44.4 million to the recurrent funding of ACT schools. Of this $14.1 million went to government schools while the remaining $30.3 million went to non-government schools.

The government sector budget base underwent changes during the 1991–92 financial year. Funding was transferred to the Corporate Services Bureau for the personnel, staffing, computing, registry and other functions previously included in the department's budget. The full-year effects of budget strategy savings in the 1990–91 financial year also contributed to the general decrease in per student expenditures. Other influences on the general decrease in expenditures included the removal of one-off funding for minor plant and equipment and the 1990–91 backlog of repairs and maintenance expenditure. The net effect of these budgetary changes has been to show per student costs as lower than in previous years in most sectors.

Table 3. Government schooling per student costs, 1990–91 and 1991–92 ($)

Sector	*1990–91*	*1991–92*
Preschools	1,990	1,950
Primary	4,380	4,290
High	5,460	5,290
Colleges	5,640	5,730

Source: A Data File on ACT School Systems, July 1992

While per student expenditure has decreased in the preschool, primary and high school sectors several sectoral features have combined to increase per student expenditures in colleges. The college sector has only 17 per cent of enrolments, but has the highest proportion of Advanced Skills Teachers (over 35 per cent). Capital is a highly variable factor of per student costs and the capital expenditure decrease was less in colleges than in the other three sectors.

The CEO implemented a new computerised payroll system with an integrated personnel database. A small increase in 1992 staffing allocation levels assisted in raising the overall resource levels for Catholic systemic primary and secondary schools.

Coming to Terms (Brine Report)

The report of the Schools Restructuring task force, *Coming to Terms*, was tabled in the ACT Legislative Assembly in 1992. The Task Force was required to develop policies and strategies for the long-term restructuring of the ACT government school system, taking account of quality of education and educational outcomes, local and community needs, and cost effectiveness.

Berkeley Report

An inquiry into non-government schools recurrent funding was undertaken by George Berkeley AM. His report, *Inquiry into the Territory Funding of ACT Non-government Schools,* was completed in July 1992 and contained 14 recommendations. Some of these included formalising links between government and non-government schools, particularly the establishment of a ministerial advisory committee on government schools.

Central to the funding issue were the recommendations that included forming funding links for non-government schools with the cost of educating students in government schools and the development of an instrument to provide funding on a basis of school and student need. A working party was formed to investigate the latter issue.

Buildings

Government and non-government school building programs in the ACT received funding under the Commonwealth Capital Grants Program.

Planning proposals for new government schools in Gungahlin were reviewed during the year. Current school planning practices aim to minimise the impact of long-term enrolment decline by planning for: larger catchments which are likely to extend beyond suburban boundaries, higher peak enrolment levels (750 for primary schools and 1000 for high schools), increased use of transportable classrooms and provision of buildings which are capable of conversion to alternative use when they are no longer required as schools. An example of a school capable of later conversion to alternative uses is Bonython Primary School, which was opened in 1992.

Significant government school projects finalised during 1992 included the completion of Gordon Primary School and the completion of building works to allow the consolidation of Stromlo High School for 1993. The latter was established out of the amalgamation of two high schools, Holder High and Weston Creek High, which had operated as a two-campus facility. Construction of Conder Primary School commenced in 1992 as well.

Completion of building work and the official opening of St Peter's Catholic College at Isabella Plains and St Francis of Assisi Primary School at Calwell occurred during the year. Detailed planning commenced for the construction of a new Catholic primary school at Conder. Major construction and refurbishment of school facilities were undertaken at a number of systemic Catholic primary and secondary schools.

Planning also commenced for a resource study for ACT Catholic schools, with the aim of providing a blueprint for rationalising the more effective use of primary and secondary school resources within the Catholic sector.

Closure of Regional School Support centres

As part of the Department of Education and Training's need to rationalise its services, the four Regional School Support centres were closed at the end of Term 2. However, support to schools continued to be facilitated by four Executive Directors (Schools), who moved from the support centres to the central office of the department.

Community use of schools

As in 1991 community use of school buildings after hours continued to be a feature of school use in the ACT. Evening classes existed for interested community members in all curriculum areas at a number of colleges. In addition, high school facilities were used by special community groups for language and culture classes and other purposes. Quality after-school programs were run at 41 primary schools in the ACT and provided a valuable service to parents of primary-age children. These initiatives were strongly supported by local school boards and parents' and citizens' associations.

Approximately 11,000 bookings were made for the hire of government school facilities by outside users. To reduce casual after-hours hire costs, casual users were congregated into 40 designated 'Centres' schools. Income from the hire of government school facilities after hours was $61,105 for 1992.

Other areas/initiatives

Further initiatives completed during 1992 included five preschools being co-located with their nearest primary school to allow for greater sharing of resources and administration as well as improved familiarisation of preschoolers with their future school.

The Colleges of the Future and the High School Development Plan initiatives give further evidence of the forward-thinking nature of the government sector's educators. Colleges of the Future provides a blueprint for the development of the college system in the ACT in order to cater for all students' needs and aspirations as far as tertiary and vocational education for the future is concerned. The High School Development Plan has been completed and provides a systematic approach to examine the development of high schools.

Reviews to be undertaken and completed in 1993 include professional development; curriculum; and behavioural management.

Canberra 2020

In 1992 the ACT Legislative Assembly set in motion the Canberra in the Year 2020 Project to examine future planning for the ACT. This project will address the question 'What should Canberra be like in the year 2020?' The Department of Education and Training will contribute to the project in 1993. The provision of educational services is one of a range of perspectives that will be considered.

COMMONWEALTH

The Commonwealth continues to maintain its broad interests and responsibilities in Australian schooling. It has a key role in addressing national priorities for schools and provides leadership in cooperative efforts among educational authorities in this country.

The outcomes of schooling, the well-being of Australia's young people, the nature of Australian society and the achievement of national economic and social goals are in the foreground of Commonwealth interests.

Commonwealth involvement in schooling

The Commonwealth seeks to work cooperatively with the States and Territories and non-government systems and schools to improve the quality, effectiveness and relevance of schooling in Australia. In doing this, the Commonwealth recognises that the responsibility for education in this country is shared and that the prime responsibility for the delivery of education rests with the States and non-government systems and schools.

The Commonwealth, within the context of the Common and Agreed National Goals for Schooling in Australia, assists and encourages improvements in the quality of educational services being provided to all students in Australian schools.

In cooperation with the government and non-government education authorities the Commonwealth's fundamental objective for schooling is to provide all young people with an education and training base which will:

- help them to develop to their full potential;
- prepare them for participation in Australian society;
- equip them to pursue post-school qualifications and employment opportunities.

The Commonwealth provides funds in four broad areas as part of its assistance to schools. These are:

- general recurrent grants to assist with ongoing costs;
- capital grants to assist in the provision of school facilities;
- targeted programs designed to assist schools and students with special needs;
- grants to promote activities in areas of national educational importance.

The Commonwealth also provides financial assistance directly to individual students and their families through:

- AUSTUDY for financially disadvantaged secondary students;
- ABSTUDY for students of Aboriginal or Torres Strait Islander origin;
- Assistance for Isolated Children living in remote areas.

The Commonwealth Department of Employment, Education and Training (DEET) administers the Commonwealth's policies and programs for students and schools.

Information and advice on primary and secondary education in Australian schools is provided to the Commonwealth Government by the Schools Council of the National Board of Employment, Education and Training (NBEET). Two other Councils of NBEET also have responsibilities which impact on schools: the Employment and Skills Formation Council (ESFC) and the Australian Language and Literacy Council (ALLC).

International involvement in education

Australia is a member of a number of international organisations with specific interests in education and training related matters. These organisations enable countries to participate in a wide range of cooperative activities which are aimed at coordinating and developing educational policy issues, sharing information and knowledge, fostering networks of decision makers and scholars, and promoting international cooperation and consistency in data collection.

The Asia Pacific Economic Cooperation Forum (APEC) is the leading forum for economic cooperation in the Asia Pacific region, comprising 15 member nations including Australia. In August 1992 an Education Forum was established to provide members with an opportunity to discuss education policy issues of mutual concern and to establish a framework for ongoing cooperative activities. A number of collaborative activities are already underway, and, through DEET, Australia is taking the lead role in developing a proposal for work on comparable education statistics.

In addition to involvement with APEC, Australia's integration with the Asia Pacific region is enhanced by the education sector's participation in organisations such as UNESCO and the South-East Asian Ministers of Education Organisation. States and Territories have participated in cooperative development programs with regional countries, such as those established between the Northern Territory and Indonesia and between Victoria and Malaysia.

In August 1992 Australia and the United States signed a Memorandum of Understanding on cooperation in education and related training. One of the major existing forms of cooperation with the United States is the US–Australia Education Policy Project, which aims to:

- provide an arena for administrators, policy makers, scholars and interested education groups to discuss and reflect on the policy directions of Australian education;
- instigate analyses of current national educational policy issues in Australia and the United States;
- play a role in consolidating information on educational policy issues.

In recent years the project has focused on the quality of teaching in Australia and the US.

Australia participates actively in the education activities of the Organisation for Economic Co-operation and Development (OECD) through its Education Committee and Centre for Education Research and Innovation (CERI). Activities include reviews of major policy innovations in education, and reviews of education trends, statistics and indicators.

In 1992, the Commonwealth was involved in a number of key OECD initiatives, including a Teacher Quality Project on Work Organisation in Schools and a project on Active Life for Disabled Youth. Both projects have direct relevance to the Commonwealth's current priorities in schooling and post-compulsory education.

Major developments during 1992

National Equity Program and Strategy

In June 1992 the task force set up to advise on options for 'broadbanding' the Commonwealth's equity programs for schools reported to the Commonwealth Minister for Employment, Education and Training. The task force comprised members of the Schools Council and representatives from DEET, the State and Territory education systems, and the non-government sector.

Following community consultation and consideration by the Australian Education Council (AEC), the Minister announced in September the establishment of the National Equity Program for Schools (NEPS). The NEPS provides a new framework for existing Commonwealth schools' equity programs, grouping them into four elements: Access, Equity, National Priorities, and Incentives. The NEPS framework is to apply from 1993, with the program fully implemented in 1994.

Features of the NEPS will be:

- less administrative complexity, and greater flexibility for States, Territories and non-government education authorities to use funds, particularly in the Access and Equity elements;
- a rolling triennium as the funding basis for the NEPS, giving greater stability and permitting more effective forward planning by education authorities;
- separately identified funding allocations for the government, Catholic and independent sectors of schooling;
- agreements between the Commonwealth and the education authorities covering objectives, targets, evaluation, mechanisms for community involvement and the provision of nationally consistent data on equity outcomes as a condition of funding.

Two new programs, for gifted and talented disadvantaged students, and for girls studying highest level maths and physics in disadvantaged or country area schools, will be introduced as part of the NEPS in 1993.

The development of a National Strategy for Equity in Schooling was announced at the same time. The AEC will develop the strategy during 1993, in consultation with non-government education authorities. The strategy will be aimed at providing a framework to guide the national equity effort of the Commonwealth, the States and Territories and the non-government sector.

Post-compulsory education and training

There were major developments in relation to post-compulsory education and training during 1992, beginning in March with the release by Mr Kim Beazley, the Minister for Employment, Education and Training, of the ESFC's report, *The Australian Vocational Certificate Training System*. As described in more detail in the national overview chapter, the report recommended the development of a new entry-level training system, the Australian Vocational Certificate (AVC) training system. The strategy was endorsed, in general terms, by the Ministers of Vocational Education, Employment and Training (MOVEET) and the AEC in June.

The Commonwealth has made $4.8 million available in 1992–93 for institution-based pilot AVC projects.

In November 1992, following wide consultation and consideration by Ministers, the final report of the Mayer Committee, *Putting General Education to Work: The Key Competencies Report*, was released. The report proposed a set of seven Key Competencies needed by young people to enable them to participate effectively in work. This is also reported on in the national overview chapter.

Other developments

Other major developments during 1992 were:

- the allocation under the Prime Minister's February 1992 One Nation economic statement of an additional $15 million in each of 1992 and 1993 under the Capital Grants Program for non-government schools, to assist in the immediate creation of new employment opportunities;
- the allocation in the 1992–93 Budget of an additional $160 million in Capital Grants Program funds for 1993–96 for non-government schools and an additional $60 million in 1993 for government secondary school refurbishment projects;
- allocation in the 1992–93 Budget of an additional $45 million for 1993 for general recurrent grants for non-government schools to cater for increased retention rates and expanded curriculum following the Finn, Mayer and Carmichael reports;
- release by the Government of its National Employment and Training Plan for Young Australians, which includes specific measures to assist secondary students at risk of becoming early school leavers;
- commencement of a study on youth service provision in rural and remote Australia, including an analysis of the educational needs of young people as they prepare to undertake further training or participate in labour market programs;
- the establishment of pilot projects in teacher education faculties to renew teachers' discipline knowledge in the areas of mathematics, science and Australian history;
- the establishment of a major project to review professional development for school principals;
- completion of the independent evaluation of the Commonwealth's Students at Risk (STAR) Program;
- the tabling in Parliament of the Schools Council's paper *Issues Arising from Australia's Teachers: An Agenda for the Next Decade—Assuring the Quality of Teachers' Work*;
- the initiation by the Schools Council of the second phase of its Compulsory Years of Schooling Project, The Middle Years of Schooling (Years 6–10).

Social justice initiatives

The Youth Social Justice Strategy completed its fourth year of providing an integrated set of funded programs to disadvantaged and marginalised young people, including education, training, housing, health and income-support programs. Those which were assisting to keep young people in compulsory and post-compulsory schooling during 1992 included:

- the School Liaison Program, which provides a coordinated careers and occupational information service to all schools, as well as targeted transition assistance to disadvantaged and 'at risk' students. In 1992, 112 Youth Access centres assisted 311,000 students to make a successful transition from school to further education, training or employment;
- the Students at Risk Program (see page 198);
- the Rural Youth Information Service, which provides information on employment, education and training opportunities to schools in rural and remote areas. In all, 19,000 young people were assisted during 1992;
- the Youth Strategy Action Grants and the National Youth Grants, some of which target students at risk of leaving school or those who are chronic absentees, by providing literacy, homework and self-esteem programs;
- a Business and Education in Partnership Project in South Australia which links schools, industry and business in innovative curriculum development.

The Commonwealth also assists young people through its role as a major producer and distributor of career information to schools including a range of printed and video products. Career information includes information on occupations, the world of work, job search and career-planning techniques. In addition, there are twelve Career Reference Centres in the larger metropolitan centres which maintain a large resource library of career information. In other areas there are Work Information Centres, which maintain smaller holdings.

The Schools Council endorsed a commissioned study intended to assist school and system administrators to better understand the nature of infrastructure needs in secondary schools serving disadvantaged communities, and to develop models to facilitate the planning of infrastructure provision.

National Policy for the Education of Girls

The Commonwealth continued its commitment to implementing the National Policy for the Education of Girls in Australian Schools in cooperation with State and Territory governments and major non-government bodies.

Under the auspices of the AEC the Commonwealth participated in the development of the National Action Plan for the Education of Girls 1993–97, which was endorsed by the AEC in 1992 for release in 1993. The report identifies eight priority areas for action, a national time frame for implementation and key system-level indicators of achievement.

To inform the work of the AEC National Policy Review Committee the Commonwealth provided 50 per cent of funds for the consultancies 'Listening to Girls' and 'Where Do I Go From Here?', which were published in 1992.

The endorsement by the AEC of the National Action Plan includes an undertaking to report annually, 1993–96, on policy implementation through special *Girls in Schools* reports, and through the *National Report on Schooling in Australia*.

The Commonwealth also chaired the National Advisory Committee for the Education of Girls established by the AEC in 1992, principally to provide advice to the AEC and monitor implementation of the action plan.

Through its Gender Equity in Curriculum Reform Project, the Commonwealth continued funding of the Gender Equity Curriculum consultants who were appointed to each of the National Collaborative Curriculum and Profiles teams as full members. Their role was to provide expertise on how to ensure that statements and profiles were equally relevant to the needs, interests and experience of girls and boys.

Through this project, a second round of innovative projects was funded, which addressed the following:

- school-based research about the ways in which the teaching of English in schools impacts on girls;
- development of gender-inclusive curriculum units for primary schools;
- development of recommendations to inform teaching practice in addressing the construction of gender.

The *GEN* newsletter, which is funded by the Commonwealth, aims to promote the national policy and its strategies. Distribution of the newsletter reached 26,000 per month during 1992.

Gender and Violence Project

As part of the Commonwealth's Community Violence Program, $0.9 million has been provided over two years (from 1992–93) for the development of teacher education and curriculum materials to address issues of gender and violence in schools. The aim of the project is to produce quality curriculum and teacher education materials designed to bring about changes in teachers' and students' attitudes to violence against women.

The Gender and Violence Project will support the purposes of the National Action Plan for the Education of Girls. Two of the priority areas of the National Action Plan are examining the construction of gender, and eliminating sexual harassment. Both of these priority areas are central to the Gender and Violence Project. Project officers have commenced work on a position paper, and pilot projects are expected to be developed towards the end of 1993.

Aboriginal and Torres Strait Islander education

The National Aboriginal and Torres Strait Islander Education Policy (AEP) was developed in order to integrate Commonwealth Aboriginal education endeavours with those of the main providers in the States and Territories. The AEP was endorsed by all Australian governments and the Aboriginal and Torres Strait Islander community. The policy is now in its second triennium.

Commonwealth Aboriginal and Torres Strait Islander education programs which contribute to the AEP include:

- Aboriginal Education Strategic Initiatives Program (AESIP);
- Aboriginal Student Support and Parent Awareness Program (ASSPA);
- Aboriginal Tutorial Assistance Scheme (ATAS);
- Vocational Educational Guidance for Aboriginals Scheme (VEGAS);

- Aboriginal Student Assistance Scheme (ABSTUDY);
- Aboriginal Education Assistance (AEA);
- Aboriginal Overseas Study Award Scheme (AOSAS);
- Aboriginal Participation Initiatives (API).

While AESIP funds initiatives that are specifically designed to supplement mainstream educational arrangements, ASSPA aims to enhance educational opportunities for Aboriginal and Torres Strait Islander students by assisting school-based committees made up of Aboriginal and Torres Strait Islander parents to become involved in educational decision-making processes.

A post-implementation review of AESIP was undertaken during 1992. The review found that significant progress had been achieved under AESIP, with statistics showing increased participation of Aboriginal and Torres Strait Islander students. The review identified the need to revise reporting arrangements, streamline statistical requirements and clarify functional responsibilities within DEET.

The post-implementation review of ATAS and ASSPA conducted during 1992 found widespread community acceptance of the programs, but recommended the development of training strategies for ASSPA committees, improved administrative arrangements for ATAS, and better information sharing, particularly between ASSPA committees.

A major review of the AEP is to commence in 1993.

A number of projects of national significance relating to Aboriginal and Torres Strait Islander education reported in the 1991 *National Report on Schooling in Australia*, were continued in 1992.

The National Aboriginal and Torres Strait Islander School Speakers Program, which will operate over the period 1993–95 was introduced in 1992. This is a special initiative within AESIP to provide a significant increase in the number of Aboriginal and Torres Strait Islander speakers at schools throughout Australia.

The response by all Governments to the Royal Commission into Aboriginal Deaths in Custody recognised the importance of reconciliation through schooling and education. As part of the Commonwealth's National Reconciliation and Schooling Strategy, the following programs were initiated during 1992:

- Two videos, *Aboriginal Australians* and *The Torres Strait Islanders* about indigenous Australians, were produced. They are part of the *Australia Today Series* and are intended as teaching resources for schools to create increased awareness and understanding of Aboriginal and Torres Strait Islander people. Distribution to various education systems around Australia commenced in 1992.
- A local history kit called *Telling It Like It Is* was developed in 1992 for distribution to all ASSPA committees in 1993. These kits are aimed at promoting a greater understanding by all students in schools of the local Aboriginal and Torres Strait Islander community and its history.
- The Sister Schools Program was launched in August 1992. The program, which is based on the hobby of making pen-friends, is aimed at breaking down cultural barriers by forging social and educational links between schools with high Aboriginal enrolments and those with few or no Aboriginal children attending.

Also during 1992 the Schools Council report, *Aboriginal and Torres Strait Islander Education in the Early Years*, provided a set of recommendations to the Minister concerning the AEP. The report emphasised the importance of competency in English literacy for young Aboriginal and Torres Strait Islander students and highlighted priorities to be pursued in the 1993–95 triennium.

Students with disabilities

As explained in the national overview chapter, the AEC agreed that a special focus in this report would be students with disabilities.

The Commonwealth has a range of programs and activities aimed at increasing the educational achievements of students with disabilities.

In addition to the $68 million provided under its Special Education Program, the Commonwealth provides funding via the Students with Disabilities element of the General Recurrent Grants Program. This focuses on students who are educationally disadvantaged by reason of their disabilities, and provides funding additional to the basic recurrent grants. A total of $5.4 million was provided in 1992.

In the government sector, funding equal to 20 per cent of the per capita rate for government primary and secondary students is provided for eligible students with disabilities. The per capita rates in 1992 were $56 per primary student with disabilities and $83 per secondary student.

Non-government schools and systems which enrol eligible students with disabilities receive funding at the category 12 rate for those students, regardless of the school's or system's funding category for its other students.

Commonwealth projects and research activities relating to students with disabilities included:

- A project on exemplary practices in the professional development of teachers to assist them in the integration of students with disabilities into the regular classroom. This project, for which the Commonwealth provided $95,000 from the Projects of National Significance Program, was the result of very successful cooperation between a number of States including Victoria, Queensland, South Australia, and Tasmania, with Victoria acting as the host State.

One hundred and eleven packages of good practice in professional development for regular teachers integrating children with disabilities were initially identified. Of these, nine packages considered to be particularly exemplary were selected for trial and evaluation, in States other than those where they had been developed.

The project concluded that while there were many examples of good practice in professional development for integration, relevant information, expertise and material was not readily shared between schools, sectors or States. To facilitate such interchange was one of the objectives of the project.

The outcome of this project was presented in December as Australia's contribution to the OECD's project on t[illegible]gration of students with disabiliti[illegible] in the regular classroom. It was the only contribution which addressed professional development needs, and was warmly received, generating considerable interest among other OECD countries.

- Work by the AEC's Curriculum and Assessment Committee (CURASS) to improve access for students with disabilities to the AEC profiles. In some instances this will involve expanding the detail in the first level of a profile; in others it will add more explicit dimensions to the whole of a profile. The work will be completed in 1993.
- A study of transition programs for school students with disabilities. The study is aimed at outlining the range of transition services available and instances of best practice. As well as informing DEET's participation in the Disability Taskforce, this study will be part of the Government's response to the recommendations of the recent report of the Senate Standing Committee on Community Affairs, *Employment of People with Disabilities*.
- The AEC's sample study of education provision for students with disabilities.

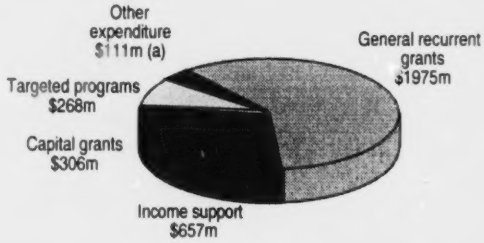
This study, which was funded by the Commonwealth, was carried out by Dr Molly de Lemos from the Australian Council for Educational Research (ACER). Its principal findings are described in the national overview chapter.

Commonwealth programs for schools

The Commonwealth provides funding for a variety of school programs. These programs are closely linked with the Government's social justice policies, which are concerned with the provision of increased access to education and services for disadvantaged groups, and increasing their participation in schooling.

As shown in Figure 1, well over half of Commonwealth expenditure for schools programs in 1992 was allocated as general recurrent grants, with the next largest amount being income support for students.

Figure 1. Commonwealth expenditure on schools and students, 1992



(a) Includes education centres, award restructuring, Projects of National Significance, Australian Students Prize and short-term emergency assistance.

Source: Commonwealth DEET

Evaluation and review

In order to satisfy the requirement that all Commonwealth programs be evaluated once in every three to five years, there is a rolling schedule of evaluations of Commonwealth schools programs. In addition, selected schools are involved in studies, reviews or evaluations each year, in order for the schools to meet their educational accountability obligation to the Commonwealth. In both cases, the studies are wholly or partly funded by the Commonwealth.

Studies commenced or underway in 1992 include:

- the evaluation of the Students at Risk Program, referred to on page 198;
- the sample study of educational provision for students with disabilities, which incorporated an evaluation of the Commonwealth's Special Education Program (the Evaluation element is described on page 195);
- Phase 2 of the study on Information for Management, Planning and Review, reported in the national overview chapter.

The Commonwealth monitors outcomes to ensure that its objectives for schools are being achieved. There are a number of outcome measures currently available, including retention to year 12, subject choice at upper secondary level, and transition to further study.

Overall, more than three-quarters of young people are now staying on to the final year of school, compared with less than a third in the early 1980s. As Table 1 shows, the retention rate to year 12 in 1992 was 77 per cent, up from 71 per cent the previous year. Most of this rise was due to a further large increase in the government school sector, where retention rose from 67 to 74 per cent. Girls continue to have higher retention than boys: 82 per cent compared with 73 per cent.

Table 1. Apparent year 12 retention rates, 1990–92 (per cent)

Sector	*1990*	*1991*	*1992*
Government	58	67	74
Catholic	68	72	76
Independent	100	101	101
Total non-government	*78*	*82*	*85*
Total	**64**	**71**	**77**

Source: Statistical Annex, 1991 and 1992

The trend of increasing participation is reflected in the proportion of 16-, 17- and 18-year-olds attending school. In 1992, some 81 per cent of 16-year-olds, 60 per cent of 17-year-olds, and 15 per cent of 18-year-olds were full-time at school. These figures represent slight increases on 1991 (Table 2).

One of the Commonwealth's objectives for schooling is to raise the participation of students who are educationally disadvantaged as a consequence of ethnicity, Aboriginality, socioeconomic circumstances, geographic location or physical or intellectual disability.

Table 3 provides information on year 12 retention for two of these groups: those from low socioeconomic (SES) backgrounds and those whose home is in a rural or remote area. A full explanation of the data in this table is provided in the *Statistical Annex*.

Table 2. Age participation rates, 1990–92 (per cent)

Age (in years)	*1990*	*1991*	*1992*
15	93	93	93
16	76	80	81
17	50	57	60
18	11	13	15
19	2	3	3
Total 15–19	**44**	**47**	**49**

Source: Statistical Annex, 1992

In relation to SES, the table shows that retention among students from the lowest SES backgrounds is continuing to improve, the estimated 'year 12 completion rate' for this group having risen from 39 per cent in 1985 to 65 per cent in 1992. Nevertheless, this rate falls below the rate for students from high SES backgrounds which rose to 82 per cent in 1992.

Table 3. Estimated year 12 completion rates by socioeconomic status and home location, 1987–92(a) (per cent)

	1987	*1988*	*1989*	*1990*	*1991*	*1992*
Low SES	49	52	53	53	61	65
High SES	68	73	72	70	80	82
Urban	58	61	62	63	70	73
Rural	53	57	58	60	68	72
Remote	44	48	47	47	52	55
Total	**56**	**59**	**60**	**61**	**69**	**72**

(a) ACT excluded for 1987–88.

Source: Statistical Annex, 1992

The data also show that retention among students from rural and remote home locations is continuing to rise. In the case of rural students, the year 12 completion rate has risen from 40 per cent in 1985 to 72 per cent in 1992 while the rate for remote students rose from 36 per cent to 55 per cent over the same period. It is notable that year 12 retention is now nearly the same for students from urban and rural locations (as defined by this particular measure); it is students from remote locations that have a significantly lower rate of retention.

Some information on retention among different ethnic groups is provided in work by the ACER on year 12 in the 1980s (a report is to be published in February 1993). Their data shows that students from families born outside Australia in a non-English speaking country were doing somewhat better in terms of retention to year 12 than their counterparts with fathers born in

Australia or some other English-speaking country. (Retention had increased for all three groups over the 1980s.) This does not necessarily mean, however, that retention to year 12 is the same for all the various ethnic groups that make up the group from non-English speaking backgrounds.

Efforts are being made to collect and publish data on the year 12 retention of Aboriginal and Torres Strait Islander students. However, at this stage, reliable statistics are not available across the whole of Australia. Table 4 shows that there have been significant rises in Aboriginal school enrolments in the last three years. For example, senior secondary enrolments of Aboriginal students rose by 17 per cent between 1990 and 1992 compared with an 8 per cent increase in the number of non-Aboriginal students. The rise in Aboriginal student numbers coincides with the consolidated commitment of governments and Aboriginal education providers to pursuing the goals of the National Aboriginal and Torres Strait Islander Education Policy which began in 1990.

Table 5 provides information regarding the Commonwealth's objective of increasing student participation in key subject areas. Of the traditional tertiary-accredited subjects only mathematics and economics/business registered significant proportional increases in enrolments between 1987 and 1992 (1.3 and 1.1 percentage points respectively). In both science and languages other than English, there have been proportional decreases between 1987 and 1992 (science from 20.9 per cent of subject enrolments to 18.3 per cent and for languages other than English, 2.8 per cent to 2.3). There has been, however, both a numerical and proportional increase in enrolments in physical education and technical studies suggesting that students may be selecting more employment-related tertiary-accredited subjects.

Table 5. Year 12 enrolments in tertiary-accredited subjects, 1987 and 1992

	1987		*1992*	
	Number	*%*	*Number*	*%*
English	123,977	18.9	182,660	19.2
Science	136,977	20.9	174,681	18.3
Mathematics	112,914	17.2	175,754	18.5
Humanities and social sciences	118,991	18.2	136,170	14.3
Economics and business	69,307	10.6	111,121	11.7
Arts	32,532	5.0	52,339	5.5
Languages	18,122	2.8	21,766	2.3
Physical education	10,069	1.5	19,144	2.7
Technical studies	9,596	1.5	25,964	2.1
Other	23,006	3.5	52,448	5.5
Total	**655,491**	**100.0**	**952,047**	**100.0**

Source: Commonwealth DEET

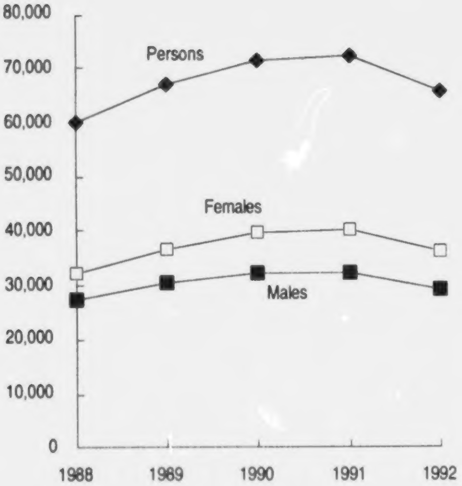
In 1992, 65,600 year 12 students continued on to higher education, 9 per cent lower than in 1991. This fall was due in part to institutions reducing their intakes to compensate for 1991 over-enrolment. As Figure 2 shows, the number of female school leavers who continue on to higher education exceeds the number of males. School leavers who commenced higher education in 1992 represented 36 per cent of 1991 year 12 students. This is lower than in previous years, due to a combination of reduced intake by institutions and the large number of 1991 year 12 students.

Table 4. Full-time students by level of education, 1990–92

	Number of Aboriginal and Torres Strait Islander students			*% increase 1990–92*	
	1990	*1991*	*1992*	*Aboriginal students*	*non-Aboriginal students*
Primary	43,528	49,068	52,012	19	2
Secondary	21,207	23,181	23,807	12	1
Junior secondary	17,191	18,765	19,117	11	-2
Senior secondary	4,016	4,416	4,690	17	8
Total Aboriginal students	64,735	72,249	75,819	17	—
Total non-Aboriginal students	2,976,922	3,002,888	3,023,147	—	2

Source: AEC, *National Schools Statistics Collection*, 1992

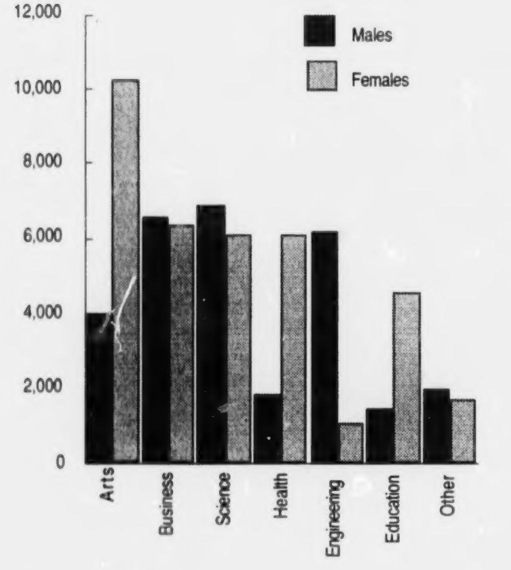
Figure 2. School leavers who continued on to higher education, Australia, 1988–92



Source: Commonwealth DEET

As in 1991, most school leavers enrolled in arts, business and sciences (Figure 3).

Figure 3. School leavers who continued on to higher education by gender and field of study, 1992



Source: Commonwealth DEET

In 1992, 41,467 year 12 students continued on to TAFE, a significant increase on 1991 (Table 6). The table also shows that in 1992 these students were evenly divided between males and females, and that there were slightly more part-time students than full-time students.

Table 6. Year 12 school leavers who continued on to TAFE, by gender and status, 1991 and 1992

	1991	*1992*
Males	16,820	20,601
Females	16,770	20,866
Full-time	13,842	19,556
Part-time	19,748	21,911
Total	**33,590**	**41,467**

Source: National Centre for Vocational Education Research Ltd

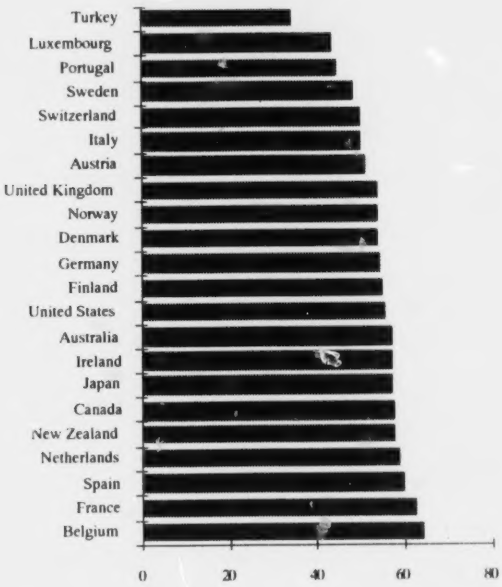
Most TAFE students enrolled in business-related, engineering and services-related subjects/courses in 1992. There were significant differences in enrolments of male and female students across fields of study. Female students predominated in business and economics, arts, health and services while considerably more males were enrolled in engineering, agriculture and architecture.

Another indicator of outcomes in Australian schools is comparison with other countries. Australia has continued to develop indicators for all education sectors, as it participates in the OECD's international indicators project. The results of the first two phases of the project were reported in an OECD publication released in September 1992 under the title *Education at a Glance*. Comparisons between countries still need to be made with care, given the diversity of educational and social systems which exist among the OECD countries.

The 36 indicators reported in *Education at a Glance* were based on 1988 data provided by participating countries and are grouped under three broad areas: demographic, economic and social context; costs, resources and school processes; and outcomes of education.

Australia was among those countries (including the United States, Canada and New Zealand) with more than 30 per cent of their population having some tertiary qualifications. Participation in formal education in Australia, expressed as a ratio of enrolled persons to population 2 to 29 years of age, is slightly higher than average (Figure 4). For upper secondary education, Australia's ratio of full-time students to the corresponding population (16- and 17-year-olds) was 92 per cent, consisting of 66 per cent in general education and 26 per cent in vocational and technical education.

Figure 4. Ratio of persons enrolled in formal education to the population 2 to 29 years of age, 1988 (per cent)



Source: OECD, *Education at a Glance*, 1992

In terms of public expenditure for education, Australia's spending of just under 5 per cent of GDP is average among OECD countries. However, when educational expenditure is regarded as a proportion of total public expenditure, Australia's ratio of 14 per cent is above the OECD average of 12 per cent. The share of expenditure on school education (pre-primary, primary and secondary) in Australia is below the OECD average (65 per cent compared with 73 per cent), while Australia's corresponding share for tertiary education is above average (33 per cent compared with 22 per cent).

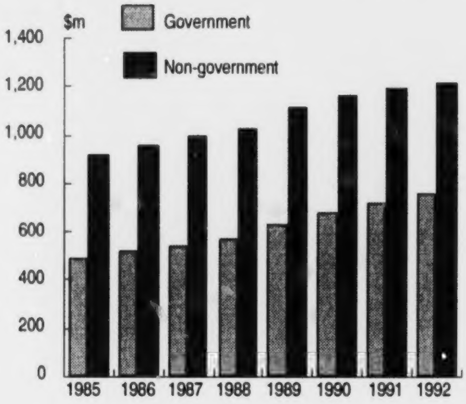
General assistance

General Recurrent Grants Program

In 1992 approximately $1.97 billion in basic recurrent grants was allocated by the Commonwealth to support the ongoing costs of Australian schooling, including teachers' salaries. Of this, $758.3 million was allocated for 1,376,876 primary and 889,550 secondary students in government schools, and $1,211 million for 455,032 primary and 404,096 secondary students in non-government schools. (These figures do not include students with disabilities funding—see Students with Disabilities section.)

As part of an eight-year package, Commonwealth grants to government and most non-government schools continued to increase in real terms (Figure 5).

Figure 5. Commonwealth general recurrent grants, 1985–92 (estimated December 1992 prices)



Source: Commonwealth DEET

The per capita rates for government students in 1992 were $282 per primary school student and $416 per secondary school student.

The level of Commonwealth funding support for individual non-government schools is needs based, with schools being categorised into one of 12 funding categories (category 1 receiving the least financial support and category 12 the most).

Category 10 schools had the largest number of students enrolled and received $1,313 and $1,938 per primary and secondary student respectively. Of the 2,453 non-government schools receiving general recurrent funding, 1,796 (73 per cent) were funded at category 10 or higher. These schools enrolled some 593,955 students, out of the total enrolment of over 859,128 in non-government schools (Table 7).

Table 7. Non–government schools and students funded by the Commonwealth, 1985–92

Year	*Number of funded schools*	*Number of funded students*
1985	2,476	774,756
1986	2,457	793,051
1987	2,465	807,328
1988	2,474	822,019
1989	2,481	833,802
1990	2,473	843,370
1991	2,453	852,574
1992	2,453	859,128

Source: Commonwealth DEET

Funding new non-government schools

Since 1985 the Commonwealth has agreed to fund 267 new non-government schools.

It is a legislative requirement that two years notification be given for the commencement of a new school or a change in operation of an existing school. Decisions on approvals for Commonwealth general recurrent funding are normally given by the end of the year that notification is required.

In 1990, 34 new schools, with proposed enrolments totalling around 14,000, received funding approval to commence in 1992. A total of 14 proposals for new schools (out of 48) were not approved for funding for 1992, because they were not considered to be consistent with the planned provision of education in the proposed locations. These new schools would have been located in areas of significant enrolment decline and/or would have been likely to have a detrimental impact upon the educational programs and services in existing government and non-government schools. Table 8 provides data on the outcomes of proposals for new schools in 1991 and 1992.

Table 8. Outcomes of the Commonwealth's New Schools Policy, 1991 and 1992

	1991		*1992*	
Type of Proposal	*Proposed*	*Approved*	*Proposed*	*Approved*
Commencement	45	33	48	34
Extension of school years	28	16	24	16
Relocation of school	34	32	32	29
Other	66	57	72	60
Total	**173**	**138**	**176**	**139**

Source: Commonwealth DEET

Capital Grants Program

The objectives of the Capital Grants Program are the same as those of the General Recurrent Grants Program. The emphasis is on improving educational outcomes in schools catering for students from low socioeconomic backgrounds and other disadvantaged groups, by providing, maintaining and upgrading school facilities. In addition, the short-term Secondary Support element was introduced in 1991 to meet the pressures on school facilities caused by improvements in school retention rates.

In 1992 the Commonwealth provided nearly $306 million under the Capital Grants Program, including $23 million for the Secondary Support element ($11.5 million each for the government and non-government sectors).

Of the $306 million:

- $210.5 million was provided to 441 government schools to improve school facilities for some 132,300 students (the average grant was $477,400);
- $95.5 million was provided to 290 non-government schools (from 467 applications), with an average grant of $327,800 contributing towards an average project cost of $523,600.

About 60 per cent of the funds for government schools and 70 per cent for non-government schools were directed to upgrading facilities for existing students, the remainder being used for the construction of facilities for new students.

The Commonwealth also provided over $1.4 million under the Hostels for Rural Students joint element of the Capital Grants Program, to help rural school students in both government and non-government schools complete their school education. Ten of the 21 applications were approved, creating 94 new places and enabling the refurbishment of 84 existing places. The average grant was $141,700 towards an average project cost of $219,670.

As indicated in the 1991 *National Report,* the Commonwealth was then reviewing the Capital Grants Program for schools to assess the future level of capital funding for non-government schools and to develop ways to maximise the effectiveness of program delivery.

In the light of the review the Government undertook to increase funding for the non-government sector under the program by $160 million over the period 1993 to 1996. Of this amount, $45 million is being provided in 1993. This is a significant increase on the previous base level of funding (approximately $69 million a year).

The Government also concluded that the most effective way to address issues of national significance in the provision of capital facilities for schools is to establish special purpose elements within the program for a period of three to five years. Issues of concern to the Commonwealth are the need to:

- accommodate the increased number of students in schools resulting from higher retention rates;
- broaden the curriculum as a result of changes such as those recommended in the Finn and Carmichael Reports including the attendant requirements for the increased use of new technologies;
- continue to reduce the proportion of inadequate facilities at many schools serving

Aboriginal and Torres Strait Islander students;
- provide additional funds to non-government hostels for isolated rural school students.

The Government also allocated an additional $60 million for government schools in 1993 to accommodate the retention and curriculum changes noted above, particularly as they affect older secondary schools where facilities are under most pressure.

Projects of National Significance

The Projects of National Significance (PNS) Program allocated nearly $2.5 million in 1992 to assist in innovation, development and promotion of quality education at the primary and secondary levels.

Major areas of activity were:

- supporting national collaboration in curriculum development through the development of a computer application and interactive multimedia format for use in schools; and development and implementation of sports education;
- increasing student participation in mathematics and science with exchange programs for Australia, UK and the US; widening the participation of Australian students in mathematics, physics and chemistry; and the development of measures of student achievement in mathematics and science;
- promoting environmental awareness through the Australian Environment Awards—Earthworm Awards for schools, and the development of an Australian science, technology and environment program for primary schools through the Academy of Science;
- encouraging greater participation by girls and improving access for disadvantaged groups through the investigation of upper secondary enrolment rates (years 10, 11 and 12) and year 12 achievement for boys and girls; and the development of an information package to assist Aboriginal and Torres Strait Islander parents and their children living in remote communities to make informed choices about educational opportunities;
- supporting interest in the fine and performing arts;
- supporting work related to the development of core competencies and improving school–industry/business links through contributing to the work of the Mayer Committee on Key Competencies; and the expansion of activities of Young Achievement Australia;
- improving teacher quality through support for a summer school for teachers (Rethinking Schools—A Professional Development Opportunity); the establishment of a scholarship at the Australian Children's Television Foundation to assist with the professional development of Australian teachers; and support for the Annual Conference of the Australian Secondary Principals' Association;
- supporting innovative projects associated with primary and secondary education, through activities under the Memorandum of Understanding between Australia and the United States; the establishment of an interactive literature centre; and developmental work associated with national accountability and reporting frameworks.

Australian Students Prize

The Australian Students Prize encourages excellence and provides public recognition and support for outstanding Australian students. Five hundred prizes were made available to year 12 students across Australia in recognition of their outstanding level of achievement in 1992 senior secondary studies. The prizes were distributed between States on a pro rata basis according to the year 12 student population. Ten of the 500 prizes were awarded to students who, as members of the Australian Olympiad teams, won medals in the International Mathematics, Physics and Chemistry Olympiads.

The prize consists of a certificate of excellence and a cheque for $2,000 from the Commonwealth Government.

Targeted assistance

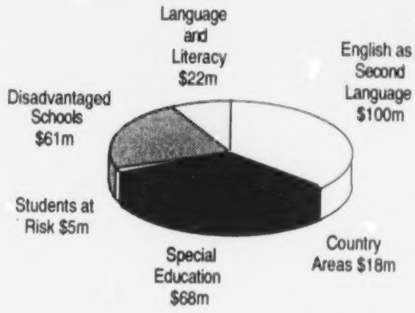
In 1992 the Commonwealth provided $273 million (Figure 6) for targeted programs designed to improve access, participation, and education outcomes of young people disadvantaged by poverty, low socioeconomic background, isolation, rurality, disability, non-English speaking background, poor literacy, family breakdown, drugs, violence and abuse.

Special Education Program

The Special Education Program (SEP) aims to improve the educational access, participation and outcomes of young people with disabilities. The Commonwealth provided $68.1 million under the SEP in 1992. There are three main elements:

- Schools Support—$25.3 million was provided to assist with the provision of services for children with disabilities in government schools, and $22.9 million for students in non-government schools. Funds

Figure 6. Commonwealth expenditure for targeted programs, Australia, 1992



Source: Commonwealth DEET

are available for expenditure on teachers, aides, equipment, curriculum and consultants, and for essential services (such as therapy) to facilitate the access of these students to education.

- Intervention Support—$16 million was allocated to support education, and therapeutic and other essential services for children with disabilities not enrolled at schools, for example, young children with disabilities, children with severe disabilities and children (with and without disabilities) in residential care. This allocation also supported school students whose needs were so great that funding in addition to the Schools Support allocations was required.
- Capital Support—$3.9 million was allocated to assist non-government special schools, regular schools and centres to provide capital facilities integral to improving educational outcomes for children and students with disabilities.

A National Conference of Special Education Co-ordinating Committee Chairpersons and Executive Officers was held in Canberra on 5–6 November 1992. The conference provided an excellent opportunity to discuss a range of policy and administrative issues with Committee officers, who play a vital role in receiving and assessing grant applications, and making recommendations on them.

Evaluation of the Special Education Program

The 1992 sample study on students with disabilities included a component aimed at evaluating the SEP. The study was required to evaluate the program in terms of its stated objectives and, in particular to report on:

- the program's interaction with the provision of special education by State and Territory governments, non-government schools and system authorities, and non-government organisations involved in special education;
- the relationship between program elements, their current funding bases and the appropriateness of those bases;
- the efficiency and effectiveness of the program's administrative arrangements.

As new program arrangements had been introduced after the study was underway, ACER was advised that only limited attention needed to be paid to the second of the above points.

While the evaluation component of the sample study is incomplete, preliminary findings indicate that the program has had, and continues to have, a significant impact in terms of improving the quality of educational provision for students with disabilities in primary and secondary schools, and in enabling non-government schools to enrol students with disabilities.

A full report on the study is expected to be published late in 1993. A summary of key findings will be provided in the 1993 *National Report on Schooling in Australia*.

Disadvantaged Schools Program

The Disadvantaged Schools Program (DSP) supports school-based programs to improve participation, learning outcomes and personal development of disadvantaged young people. In 1992 projects were undertaken in areas such as literacy and numeracy, curriculum development, the development of skills to enable students to function effectively in society, pastoral care and school–community interaction.

In 1992, 2,024 disadvantaged schools received $60.7 million. Of these schools, 1,658 were government schools and 80 per cent were primary schools. Some 500,000 students were assisted, 429,000 of them from government schools. The Index of Disadvantage, which is a formula to allocate funds, was again applied in 1992. It uses Census and school data to identify those school catchment areas of greatest socioeconomic disadvantage.

English as a Second Language Program

The Commonwealth provided $99.8 million in 1992 for the English as a Second Language (ESL) Program. It has two elements:

- the General Support element, which assists students of non-English speaking background (NESB) who can already participate in mainstream classes but still require special assistance;

- the New Arrivals element, which provides a once-only per capita grant ($2,617 in 1992) to support intensive English language programs for newly arrived students with little or no English skills. In 1992, 18,446 new arrivals were catered for in intensive classes, an increase of 3 per cent on 1991. This compares with 10,884 students assisted in 1985. Most of the students catered for were in government schools and special language centres.

In past years, grants under the New Arrivals element were made only for newly arrived students who were permanent residents of Australia. In 1992 New Arrivals funding was extended to the dependants of Chinese nationals permitted to stay in Australia on special four-year temporary entry permits and to the children of asylum claimants granted four-year permits.

Work on the revision of the ESL General Support Index used to allocate General Support funds between the States and systems was completed in 1992. New allocations based on up-to-date national Census data are to be introduced during 1993.

During 1992 the ESL Program was the subject of an efficiency audit by the Australian National Audit Office (ANAO). A number of recommendations were made, particularly in relation to accountability. While the department considers that some of ANAO's recommendations have arisen from differing perceptions of the Commonwealth's role in school education, it will be seeking to address them in the development of the National Equity Program for Schools to be introduced in 1993.

Country Areas Program

The Country Areas Program (CAP) assists school communities to improve the delivery of educational services in rural and isolated areas, called 'prescribed country areas'. In 1992 there were 55 such areas across Australia, involving 1,222 schools (including 132 non-government schools), of which 73 per cent were primary schools. About 180,500 students (including 13,700 from non-government schools) were eligible for assistance under the program.

The Commonwealth provided $14.1 million for the General element of the CAP in 1992. These funds were used for a number of purposes, including development and extension of curriculum programs; involvement of local people, industries and resources in school programs; and assistance in community-based programs designed to enrich the cultural, social and recreational life of country students. CAP has very strong support in rural communities.

In 1992 the National element for country secondary schools was introduced. Under this new element, $3.4 million was provided to support initiatives which would encourage young people in rural areas to complete year 12, improve levels of student achievement and reduce incidence of gender bias in subject choice, particularly among students from a low socioeconomic background. The focus of the National element is on cost-efficient technology and innovation, and on interstate, cross-sector and inter-school collaboration.

Project funds were awarded to each State. The activities included several projects relating to telematics, covering either teacher professional development or curriculum presentation. A number of projects addressed barriers to participation and retention to year 12, including a project which considered alternative delivery systems to increase access to education. One joint proposal focused on increasing the awareness of vocational education as a post-school option, while another promoted non-traditional courses in areas of mathematics, science and technology.

School Language and Literacy Program

The School Language and Literacy Program (SLLP) was introduced in 1992 as a result of the Australian Language and Literacy Policy. The SLLP, which replaced the Literacy and Learning Program (LLP) operating during 1991, includes four elements. In total, the Commonwealth provided $22 million under the SLLP in 1992.

The Literacy and Learning General Element is intended to improve learning in the junior secondary years by assisting students, particularly those from low socioeconomic backgrounds, to use the language of major subject disciplines more effectively. A total of $5.7 million was provided for a variety of purposes associated with developing or extending targeted professional development programs and delivering them to teaching staff.

The Literacy and Learning National Element focuses attention on the importance of the early years of schooling (K–3) in students' literacy development. (It replaced the 1991 LLP National element, which had focused on the junior secondary years.) In 1992, $1 million was provided for six major cross-State/system collaborative projects. The main professional development product developed from the 1991 LLP National element, the Content Area Literacy and Learning (CALL) Program, is now available to schools and teachers.

The Priority Languages Incentive Element (PLIE) provides financial incentives to increase the numbers of students studying priority languages other than English at year 12 level. State ministers with responsibility for education declared eight priority languages for their State from the following fourteen: Aboriginal languages, Arabic, Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Thai and Vietnamese.

In 1992, a grant of $300 was paid in respect of each eligible student, up to a ceiling of 25 per cent of the total year 12 enrolment in each eligible educational institution. A total of $5.4 million was paid, covering ten of the fourteen languages (see Table 9 for information on enrolments in these ten languages). No grants were paid in respect of Aboriginal languages, Russian, Korean or Thai, because the languages were either not declared, or had no eligible students in 1992.

Table 9. Number of students studying PLIE languages by sector, 1992

	Government	*Non-government*	*Total*
French	2,387	2,430	4,817
Japanese	2,025	1,152	3,177
German	1,673	1,171	2,844
Italian	904	1,515	2,419
Modern Greek	1,487	235	1,722
Chinese	1,172	264	1,436
Indonesian	374	209	583
Vietnamese	468	48	516
Spanish	319	42	361
Arabic	241	33	274
Total	**11,050**	**7,099**	**18,149**

Source: Commonwealth DEET

The Community Languages Element provides assistance to States and non-government school authorities to operate classes in the languages and cultures of ethnic communities for the benefit of both non-English speaking background and other students. It recognises the resources provided by Australia's multicultural society and encourages the further study of languages and cultures, and replaces the former Ethnic Schools Program which operated until the end of 1991.

Total funding available for 1992 was $9.8 million, of which $5.5 million was provided to government schools and government educational institutions with the balance going to non-government schools.

Other activities related to the Australian Language and Literacy Policy

The Australian Language and Literacy Policy (ALLP), released in September 1991, outlined a number of initiatives to promote the learning of languages other than English (LOTE) and to enhance Australia's understanding of the Asia-Pacific region through the study of its cultures. Under the policy, a number of schemes have been introduced to increase the number of students studying LOTE at the senior secondary level.

Under the Innovative Languages Other Than English in Schools scheme in 1992, Commonwealth support was provided for 28 innovative LOTE projects, including some employing alternative delivery models such as distance education.

The Commonwealth has also initiated a national public awareness-raising activity designed to advance the LOTE, Asian studies and other policy objectives of the ALLP. The campaign includes the production and distribution of a magazine aimed at secondary students. The first issue of *Smart Talk* will be published in 1993. In December 1992, the first issue of the magazine *LINGO*, aimed at informing the business sector of LOTE issues, was published.

The AEC and MOVEET have established a working party comprised of representatives of the States, Territories and the Commonwealth to work on national language planning and the further development of initiatives under the ALLP. More information on the work of this working party is provided in the national overview.

The ALLP has made funding available to the National Languages and Literacy Institute of Australia (NLLIA) to manage two research networks, one dealing with child literacy and English as a second language and the other with adult literacy. The primary goals of the networks are to bring together researchers and teachers in these fields to assess the state of Australian research, to support practice and to stimulate, coordinate and disseminate further research.

Three national projects to support children's literacy are to be funded in the 1992–93 financial year:

- literacy in upper primary to junior secondary transition;
- literacy practices in urban and rural communities;
- potential impact of employment-related competency-based approaches to post-compulsory schooling on school-based literacy curricula and assessment practices generally.

In addition, funding of $80,000 (making a total of $380,000) has been provided to complete the ESL Development Project, the purpose of which is to develop observation band scales to assist teachers measure the English proficiency of children from non-English speaking backgrounds.

The ALLP announced the establishment of the Asia Education Foundation (AEF) in May 1992 to coordinate the national effort in raising awareness of the importance of Asia-literacy for all Australians.

The AEF has three major programs:

- the Curriculum Development Program, which involves authentication of a draft national framework for the study of Asia. The working draft of the framework is now in 'magnet schools' (see below) around Australia for comment and will be produced for general distribution in late 1993;
- the National Magnet Schools Program, which will create and resource a national network of 'magnet' or 'lighthouse' schools to pilot the introduction of the study of Asia across the curriculum;
- the Partnerships Program, which aims to develop strategic alliances with Asian and Australian Foundations and corporations to match the funds provided by DEET.

Students at Risk Program

The Students at Risk (STAR) Program is aimed at improving participation in education for especially disadvantaged young people. It was introduced in 1989 as an element of the Youth Social Justice Strategy for young Australians and was intended to operate over 1990 and 1991.

The program was extended for 1992 but future funding was made dependent upon an independent evaluation of the program and the report of the task force considering the possible broadbanding of the targeted programs.

The evaluation concluded that STAR had been successful in achieving its objective of identifying students in government schools most at risk of not completing secondary schooling. It also improved their participation and satisfaction with school, their self-esteem and confidence. The evaluation noted that these students were in considerable need of assistance and that STAR had provided a broad range of methods for meeting these needs. The most successful approaches, however, contained the common element of identifying each student at risk and developing a program around their particular needs and circumstances. STAR also improved the knowledge and skills of teachers in assisting these students, and the capacity of schools to work with parents, other agencies and the wider community.

Two reports were produced by the evaluators: *An Evaluation of the Commonwealth's Students at Risk Program, 1990 and 1991* and *Students at Risk: Case Studies.*

As part of its National Employment and Training Plan, the Government continued the program for a further two years and extended it to the non-government sector for 1993.

In 1992, $5 million was provided for projects in just under 500 schools. Projects funded included:

- development of screening strategies, including professional development for teachers, so that 'at risk' students can be better identified;
- educational support services for students facing school and/or family dislocation, including homelessness;
- activities aimed at strengthening home/school relations through greater involvement of and feedback to parents of students at risk;
- developing more flexible arrangements such as easier exit and re-entry policies and combinations of part-time work and part-time study.

Retention measures for Tasmania (TASPACT)

As part of the measures arising from the recommendation of the Commonwealth/State Task Force on Tasmania, the Commonwealth provided $2.6 million over the 1990–92 financial years for programs aimed at improving retention rates to years 11 and 12 and to tertiary institutions in Tasmania. Of this amount, $1.85 million was for student support such as purchase of properties for use as hostels, refurbishment of existing hostels and the establishment of a careers information database.

The sum of $750,000 was also allocated for research and action programs which were undertaken by the Youth Education Studies Centre, University of Tasmania.

Three reports were received in 1992:

- *Rural Disadvantaged and Post-compulsory Participation: Parents' Views of School and Work;*
- *Changes and Challenges in Senior Secondary Education in Tasmania 1982–1991*;
- *A Study of Year 10 School Leavers from Deloraine High School in 1987, 1988 and 1989.*

Copies of the reports are held in the Targeted Programs Branch, Schools and Curriculum Division, DEET.

Teaching and curriculum policy

Enhancing educational services in all Australian schools is a major objective of the Commonwealth Government, which is uniquely placed to promote a national perspective on schooling through such initiatives as the national curriculum frameworks and profiles, the ongoing development of the professional competence of teachers, and the encouragement of innovative approaches to work organisation in schools. The Commonwealth also facilitates the overall achievement of the Common and Agreed National Goals for Schooling in Australia and assists in the provision of quality education services, including support for education centres and Curriculum Corporation.

National collaborative curriculum

National collaboration in curriculum was accelerated during 1992, with an agreed time for completion of statements and profiles of 30 June 1993.

The Commonwealth participated in the AEC's Curriculum and Assessment Committee (CURASS), which coordinated the development of the national collaborative curriculum statements and profiles.

The Commonwealth's contribution to national collaboration in curriculum during 1992 was funded through the Curriculum Development Projects Program, the Gender Equity in Curriculum Reform Project and the Projects of National Significance Program. This contribution included:

- providing 50 per cent of the CURASS budget;
- funding for peak teacher associations to promote and disseminate national statements through professional development activities;
- funding for gender-equity curriculum consultants to each of the curriculum project teams, and support for similar participation by Aboriginal and Torres Strait Islander consultants;
- wide consultation with peak national bodies (especially those located in the ACT), and with Commonwealth departments and other agencies.

Commonwealth activities related to the development and publication of curriculum materials as well as collaborative projects with the States and Territories are undertaken through Curriculum Corporation. The Commonwealth contributes a core fee to Curriculum Corporation on an annual basis, along with other member States and Territories, and in 1992–93 contributed an establishment grant of $917,400, which included part of the total amount ($510,500) of the Commonwealth's contribution for national collaborative curriculum.

During 1992 Curriculum Corporation endorsed a curriculum and publication work program which is primarily designed to support the implementation of national collaborative curriculum statements and profiles, as well as related student and teacher development materials. The Commonwealth also provides funding to Curriculum Corporation through a range of programs to support curriculum and publication activities in language and literacy, Asian languages and Asian studies, gender equity, and Aboriginal and Torres Strait Islander studies.

The Commonwealth, as part of its National Reconciliation and Schooling Strategy, provides funds to support the Aboriginal and Torres Strait Islander Studies Project. This project, funded under the Projects of Significance Program, has three components: development of a national statement of principles and guidelines in Aboriginal and Torres Strait Islander studies; the infusion of these principles in the national statement and profiles of studies of society and the environment, and in other key learning areas as appropriate; and development of a resource book incorporating guidelines for Aboriginal and Torres Strait Islander materials together with a record of over 200 annotated Aboriginal studies materials for use in schools.

Assessment at year 12

In 1992 the Commonwealth supported the Australasian Curriculum, Assessment and Certification Authorities (ACACA) in a project to investigate the use of year 12 assessment data for higher education entry. The report of this project, *The Use of Year 12 Assessment Data for Higher Education Entry* (April 1992), made recommendations about further activities needed to promote procedures which will enable people with year 12 certification to seek equitable entry to higher education anywhere in Australia, regardless of their State or Territory of origin.

At its September 1992 meeting the AEC affirmed its interest in promoting and supporting such procedures. The Commonwealth agreed to fund ACACA to undertake an evaluation of data requirements at year 12 and their comparability across States. The project will investigate what data is available on year 12 curriculum, assessment and certification, examine the existing and potential needs for national data, advise on how needs might be met, and recommend strategies for implementing the advice. A report on the results of this project will be provided in the 1993 *National Report*.

Quality of teaching

National Project on the Quality of Teaching and Learning

Work on the National Project on the Quality of Teaching and Learning (NPQTL) continued during 1992, with consolidation of initiatives developed the previous year and the development of new initiatives aimed at promoting significant improvements in the quality of teaching and learning and to promote and support the status of teachers in recognition of the central role teachers play in school education.

In March 1992 NBEET and the NPQTL co-sponsored a national conference which considered options for a nationally consistent framework for teacher qualifications and professional standards. As a result of this conference the NPQTL developed a proposal for the establishment of a National Teaching Council.

In 1992 the NPQTL completed the first phase of the development of National Competency Standards for teaching. The project is developing generic competencies which will apply to the beginning teacher. On the basis of promising results in Phase 1, further developmental work will occur in 1993.

The National Schools Project (NSP), a school-based restructuring project, commenced operation in around 90 schools across the nation in 1992. The NSP is exploring how changes to the organisation of schooling and teachers' work can support improvements to the quality of teaching and hence student learning outcomes.

Further material on the project is contained in the national overview chapter.

Also related to teacher quality, in December 1992 the Schools Council published *Agenda Papers: Issues Arising from Australia's Teachers: An Agenda for the Next Decade*, Volume 2, which included two reports of research undertaken in schools on 'explicit teaching' practices and professional development activities.

Professional development

In September 1992, DEET issued a discussion paper on university teacher education. The paper was widely circulated to higher education institutions, teacher and higher education unions, teacher professional associations and State and Territory government and non-government school authorities. The Minister will release a major statement on teaching, entitled *Teaching Counts*, in February 1993, based on responses to the discussion paper and the consultations held in 1992.

Teacher award restructuring

During 1992 the Commonwealth provided $104 million for the second year of the Commonwealth's Award Restructuring Assistance Program (ARAP). Through this program, the Commonwealth assists government and non-government authorities by meeting its share of the costs resulting from teacher award restructuring.

ARAP will cease as a separate program at the end of 1992 and the funding will be rolled into the base General Recurrent Grant funding.

Good Schools Strategy/Quality Schooling Program

The Good Schools Strategy was aimed at improving the quality of school education. Stage 1 consisted of the Effective Schools Project, designed by ACER to inform and stimulate discussion about what makes a good school. Stage 2 consisted of school-based projects, expected to be reported on in 1993, which addressed school improvement strategies in the following priority areas:

- educational leadership;
- professionalising teachers' work;
- school organisation;
- suspending the regulatory framework to facilitate the development of effective schools;
- student welfare, behaviour and discipline.

At the end of 1992 it was decided to refocus the Good Schools Strategy and name it the Quality Schooling Program. A total of nearly $6 million will be made available for the program over the next three financial years.

It is proposed to allocate 1992–93 funds to pilot projects at the national level that address the broad areas of educational leadership, school organisation and student welfare.

Education Centres

In 1992, funding of $2.3 million was provided to support the operations of 23 Education Centres in city and rural locations throughout Australia. Education Centres are autonomous bodies managed through local committees, most of the members of which must be teachers. The major focus of the centres' activities is improving the quality of school level education through the provision of curriculum and professional development support.

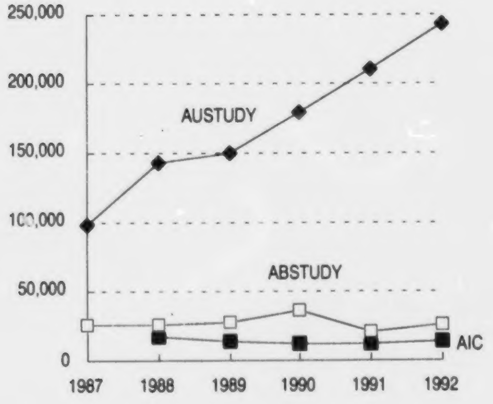
Income support for students

As part of its Social Justice Strategy and to increase participation in education and training among targeted groups, the Commonwealth provides financial assistance directly to disadvantaged students and their families through three schemes:

- AUSTUDY, which helps needy, full-time students who are 16 years of age and over or who, if homeless, have reached minimum school leaving age;
- ABSTUDY (Schooling), which encourages all Aboriginal and Torres Strait Islander students to take full advantage of the educational opportunities at secondary school that are available to all other Australian students;
- the Assistance for Isolated Children (AIC) Scheme which gives financial help to the families of children who, because of geographic isolation or disability, must live away from home to attend school, study by correspondence or live in a second family home to attend school.

As shown in Figure 7, the significant increase in the number of AUSTUDY recipients continued in 1992. The numbers of ABSTUDY and AIC students have remained fairly constant over the period 1988–92.

Figure 7. School students who received Commonwealth income support, by type of assistance, Australia, 1987–92



Source: Commonwealth DEET

In 1991 an independent review of AUSTUDY was undertaken. As a result, *AUSTUDY: Towards a More Flexible Approach*, was published in April 1992, and recommendations in this report were considered by the Commonwealth Government in the 1992 Budget context.

The Government announced a number of changes for 1992 to simplify education income support and ensure that support would go to those most in need. The former sibling concession was replaced by a dependent student deduction which means that larger families on low incomes can more easily qualify for maximum rates of assistance; assets tests were made fairer; the AUSTUDY and ABSTUDY personal income test threshold was increased by 25 per cent to $5,000 for 1992; maximum AUSTUDY benefits were tied to movements in the Consumer Price Index; and thresholds for spouse and parental income tests were increased in line with average weekly earnings.

There were substantial increases to the minimum means-test-free payments to isolated families under the Assistance for Isolated Children Scheme. Minimum means-test-free boarding allowances were increased from $1,500 to $2,500 a student; second home allowances were increased to a maximum payment of $7,000 per family; and secondary correspondence allowances were doubled to $20 a week.

Special hardship provisions were introduced to allow the AUSTUDY and AIC assets tests to be waived while a student's parent or spouse is receiving particular Department of Social Security or Department of Veterans' Affairs benefits or household assistance under Part C of the Rural Adjustment Scheme.

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1992

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INTRODUCTION

The *Statistical Annex* is an important component of the total documentation making up the *National Report on Schooling in Australia 1992*, which has been prepared to describe the 1992 school year.

A series of detailed tables is included to enable the reader to obtain more detailed information than that which appears in the text of the report.

The material contained within the *Statistical Annex* is primarily intended to enlarge upon the tables and figures included in the national overview chapter of the report, but also serves to draw together data on a number of aspects of schooling that are dealt with in the State, Territory and Commonwealth chapters. The series of figures and tables are organised under the following headings:

- The context of Australian schooling
- The structure of Australian schooling
- Students—enrolments, retention rates, destination of school leavers, outcomes
- Resource distribution and management
- Commonwealth specific purpose programs
- Staffing

Readers are urged to note carefully the footnotes and accompanying explanations associated with tables and figures in the *Statistical Annex*, as well as within the text of the report. Differences between States and sectors may reflect different methods of enumeration and different periods of time. They often also reflect policy differences which restrict comparisons.

The *Statistical Annex* provides a sound basis for the continuing cooperative development of educational statistics in Australia, which will lead to better quality statistical information about Australian schooling.

TABLE 1 (A). ESTIMATED NUMBER OF PERSONS IN THE POPULATION BY AGE GROUP, AUSTRALIA, SELECTED YEARS

Age	*1971*	*1981*	*1991*	*1992p*
0–4	1,249,765	1,139,618	1,271,703	1,279,264
5–14	2,497,512	2,585,922	2,513,827	2,528,551
15–19	1,136,296	1,297,045	1,364,074	1,324,597
20–24	1,140,607	1,301,866	1,396,764	1,431,966
25–34	1,786,363	2,456,924	2,825,398	2,829,804
35–44	1,558,286	1,822,877	2,622,658	2,645,624
45–64	2,608,063	2,864,009	3,338,897	3,437,232
65+	1,090,373	1,454,999	1,950,715	2,005,555
Total	**13,067,265**	**14,923,260**	**17,284,036**	**17,482,593**

p: preliminary

Sources: ABS Cat. No. 3101.0, *Australian Demographic Statistics*, September Quarter 1992 and Cat. No. 3201.0, *Estimated Resident Population by Sex and Age, States and Territories of Australia*, June 1987 to June 1992

TABLE 1 (B). PROPORTIONAL DISTRIBUTION OF THE POPULATION BY AGE GROUP, AUSTRALIA, SELECTED YEARS (per cent)

Age	*1971*	*1981*	*1991*	*1992p*
0–4	9.6	7.6	7.4	7.3
5–14	19.1	17.3	14.5	14.5
15–19	8.7	8.7	7.9	7.6
20–24	8.7	8.7	8.1	8.2
25–34	13.7	16.5	16.4	16.2
35–44	11.9	12.2	15.2	15.1
45–64	20.0	19.2	19.3	19.7
65+	8.3	9.8	11.3	11.5
All ages(a)	**100.0**	**100.0**	**100.0**	**100.0**

p: preliminary

(a) Percentages may not add to 100% due to rounding.

Sources: ABS Cat. No. 3101.0, *Australian Demographic Statistics*, September Quarter, 1992 and earlier related publications; Cat. No. 3201.0, *Estimated Resident Population by Sex and Age, States and Territories of Australia*, June 1987 to June 1992

TABLE 1 (C). PROPORTION OF COMPULSORY SCHOOL-AGED PERSONS (AGED 5–14 YEARS) IN THE POPULATION, STATES AND TERRITORIES, SELECTED YEARS (per cent)

Year	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
1971	18.4	18.9	19.9	19.6	20.1	20.9	20.2	20.8	19.1
1981	16.8	17.4	18.1	16.6	18.0	17.9	21.4	19.8	17.3
1991	14.3	14.1	15.3	13.8	15.4	15.5	17.9	15.7	14.5
1992p	14.2	14.0	15.1	13.8	15.4	15.5	17.8	15.3	14.5

p: preliminary

Sources: ABS Cat. No. 3101.0, *Australian Demographic Statistics*, September Quarter, 1992 and earlier related publications; Cat. No. 3201.0, *Estimated Resident Population by Sex and Age, States and Territories of Australia*, June 1987 to June 1992

TABLE 2. LEVEL OF EDUCATIONAL ATTAINMENT OF THE LABOUR FORCE (AGED 15 YEARS AND OVER)(a), AUSTRALIA, SELECTED YEARS

	1981			*1986r*			*1991*			*1992*		
Educational Attainment	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
						(per cent)						
With Post-School Qualifications	40.8	34.6	38.5	45.8	39.4	43.3	50.3	43.8	47.6	50.9	45.8	48.8
Degree	8.5	6.3	7.7	10.3	8.6	9.7	11.6	9.9	10.9	12.2	11.2	11.8
Trade/Technical Level, Other	32.4	28.3	30.9	35.5	30.8	33.6	38.7	33.9	36.7	38.7	34.6	37.0
Without Post-School Qualifications(b)	58.2	63.5	60.1	52.9	57.9	54.9	48.0	53.4	50.2	47.3	51.5	49.0
Attended highest level of secondary school available	11.8	12.0	11.8	12.2	13.5	12.8	13.7	15.7	14.5	14.3	16.0	15.0
Did not attend highest level of secondary school available												
–left at age 18 and over	0.7	0.7	0.7	0.9	0.7	0.8	0.9	0.7	0.8	0.8	0.6	0.7
–left at ages 16–17	13.5	17.5	14.9	13.6	17.4	15.1	13.7	15.9	14.6	12.9	14.4	13.5
–left at ages 14–15	27.0	29.2	27.8	22.3	23.0	22.6	17.0	18.7	17.7	16.5	18.2	17.2
–left at ages 13 and under	5.3	3.8	4.7	3.8	3.0	3.5	2.5	2.0	2.3	2.5	1.9	2.3
Never Attended School	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2
Still at School	1.0	2.0	1.3	1.3	2.8	1.9	1.8	2.8	2.2	1.8	2.8	2.2
						(000s)						
Total in Labour Force	**4,283**	**2,468**	**6,750**	**4,549**	**2,942**	**7,491**	**4,941**	**3,512**	**8,453**	**4,983**	**3,575**	**8,557**

r: revised

(a) From 1990 persons aged 70 and over have not been required to answer supplementary survey questions on educational attainment. (b) Includes persons for whom attendance at a secondary school could not be determined.

Sources: ABS Cat. No. 6235.0, Labour Force Status and Educational Attainment, February 1992 and earlier related publications

TABLE 3 (A). NUMBER OF SCHOOLS BY CATEGORY (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, SELECTED YEARS

		Non-government			
Year	*Government*	*Catholic*	*Independent*	*Total*	*Total*
1971	7,404	1,769	415	2,184	9,588
1976	7,306	1,698	440	2,138	9,444
1981	7,472	1,697	564	2,261	9,733
1986	7,589	1,712	784	2,496	10,085
1991	7,470	1,705	805	2,510	9,980
1992	7,448	1,701	808	2,509	9,957

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications

TABLE 3 (B). NUMBER OF FULL-TIME STUDENTS BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), AUSTRALIA, SELECTED YEARS

		Non-government			
Year	*Government*	*Catholic*	*Independent*	*Total*	*Total*
1971	2,196,571	494,725	116,349	611,074	2,807,645
1976	2,323,204	498,374	125,507	623,881	2,947,085
1981	2,299,403	534,329	153,667	687,996	2,987,399
1986	2,207,801	581,023	212,565	793,588	3,001,389
1991	2,217,226	598,210	259,701	857,911	3,075,137
1992	2,234,083	599,652	265,231	864,883	3,098,966

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications

TABLE 4. NUMBER OF SCHOOLS BY CATEGORY (AND NON-GOVERNMENT AFFILIATION) AND LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Government	*Non-government*			*All schools*	
State/Level of education		*Catholic*	*Independent*	*Total*	*Total*	*Per cent of total*
New South Wales						
Primary	1,642	424	106	530	2,172	21.8
Secondary	384	125	27	152	536	5.4
Combined primary/secondary	61	36	109	145	206	2.1
Special schools	93	6	24	30	123	1.2
Total	2,180	591	266	857	3,037	30.5
Victoria						
Primary	1,538	384	66	450	1,988	20.0
Secondary	357	99	19	118	475	4.8
Combined primary/secondary	21	11	92	103	124	1.2
Special schools	97	7	9	16	113	1.1
Total	2,013	501	186	687	2,700	27.1
Queensland						
Primary	1,009	192	46	238	1,247	12.5
Secondary	185	65	17	82	267	2.7
Combined primary/secondary	70	17	62	79	149	1.5
Special schools	64	—	3	3	67	0.7
Total	1,328	274	128	402	1,730	17.4
South Australia						
Primary	503	72	45	117	620	6.2
Secondary	91	13	10	23	114	1.1
Combined primary/secondary	66	17	23	40	106	1.1
Special schools	22	2	2	4	26	0.3
Total	682	104	80	184	866	8.7
Western Australia						
Primary	520	103	43	146	666	6.7
Secondary	95	30	9	39	134	1.3
Combined primary/secondary	88	17	46	63	151	1.5
Special schools	58	1	1	2	60	0.6
Total	761	151	99	250	1,011	10.2
Tasmania						
Primary	160	27	10	37	197	2.0
Secondary	42	3	1	4	46	0.5
Combined primary/secondary	26	7	18	25	51	0.5
Special schools	15	—	—	—	15	0.2
Total	243	37	29	66	309	3.1

TABLE 4. NUMBER OF SCHOOLS BY CATEGORY (AND NON-GOVERNMENT AFFILIATION) AND LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992 — continued

		Government	*Non-government*			*All schools*	
State/Level of education			*Catholic*	*Independent*	*Total*	*Total*	*Per cent of total*
Northern Territory							
Primary		94	7	7	14	108	1.1
Secondary		11	2	1	3	14	0.1
Combined primary/secondary		33	6	2	8	41	0.4
Special schools		8	—	—	—	8	0.1
Total		146	15	10	25	171	1.7
Australian Capital Territory							
Primary		64	20	4	24	88	0.9
Secondary		25	5	1	6	31	0.3
Combined primary/secondary		1	3	5	8	9	0.1
Special schools		5	—	—	—	5	0.1
Total		95	28	10	38	133	1.3
Australia							
Primary		5,530	1,229	327	1,556	7,086	71.2
Secondary		1,190	342	85	427	1,617	16.2
Combined primary/secondary		366	114	357	471	837	8.4
Special schools		362	16	39	55	417	4.2
Total All Schools	**1992**	**7,448**	**1,701**	**808**	**2,509**	**9,957**	100.0
	1991	**7,470**	**1,705**	**805**	**2,510**	**9,980**	—
	1990	**7,490**	**1,714**	**803**	**2,517**	**10,007**	—

Source: ABS Cat. No. 4221.0, *Schools, Australia*, 1992

TABLE 5 (A). FULL-TIME STUDENTS(a), BY LEVEL OF EDUCATION, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, 1992

Level of education	*NSW*	*Vic.(b)*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT(c)*	*Australia*	*Males*	*Females*
					GOVERNMENT						
Primary	445,772	303,752	255,645	124,254	142,897	37,918	18,900	22,527	1,351,665	696,679	654,986
Junior secondary(d)	226,933	160,441	94,127	38,226	51,809	20,518	5,443	11,535	609,032	314,709	294,323
Senior secondary Yr 11–12	84,147	69,716	51,350	25,076	26,328	7,277	2,460	7,032	273,386	134,460	138,926
Total secondary	311,080	230,157	145,477	63,302	78,137	27,795	7,903	18,567	882,418	449,169	433,249
Total government	**756,852**	**533,909**	**401,122**	**187,556**	**221,034**	**65,713**	**26,803**	**41,094**	**2,234,083**	**1,145,848**	**1,088,235**
					CATHOLIC						
Primary	121,426	100,756	51,941	21,911	28,294	7,468	3,245	8,538	343,579	174,489	169,090
Junior secondary(d)	68,844	51,943	23,210	8,542	13,404	4,137	1,116	5,492	176,688	89,019	87,669
Senior secondary Yr 11–12	26,827	23,016	13,664	5,613	6,849	1,275	278	1,863	79,385	38,299	41,086
Total secondary	95,671	74,959	36,874	14,155	20,253	5,412	1,394	7,355	256,073	127,318	128,755
Total Catholic	**217,097**	**175,715**	**88,815**	**36,066**	**48,547**	**12,880**	**4,639**	**15,893**	**599,652**	**301,807**	**297,845**
					INDEPENDENT						
Primary	33,235	27,800	18,246	13,212	10,068	3,561	1,127	1,877	109,126	55,425	53,701
Junior secondary(d)	29,292	32,888	18,008	6,848	8,738	3,189	749	2,217	101,929	51,891	50,038
Senior secondary Yr 11–12	13,752	17,310	10,768	5,120	5,199	946	253	828	54,176	26,748	27,428
Total secondary	43,044	50,198	28,776	11,968	13,937	4,135	1,002	3,045	156,105	78,639	77,466
Total independent	**76,279**	**77,998**	**47,022**	**25,180**	**24,005**	**7,696**	**2,129**	**4,922**	**265,231**	**134,064**	**131,167**

TABLE 5 (A). FULL-TIME STUDENTS(a), BY LEVEL OF EDUCATION, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, 1992 — continued

Level of education	*NSW*	*Vic.(b)*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT(c)*	*Australia*	*Males*	*Females*
					TOTAL NON-GOVERNMENT						
Primary	154,661	128,556	70,187	35,123	38,362	11,029	4,372	10,415	452,705	229,914	222,791
Junior secondary(d)	98,136	84,831	41,218	15,390	22,142	7,326	1,865	7,709	278,617	140,910	137,707
Senior secondary Yr 11–12	40,579	40,326	24,432	10,733	12,048	2,221	531	2,691	133,561	65,047	68,514
Total secondary	138,715	125,157	65,650	26,123	34,190	9,547	2,396	10,400	412,178	205,957	206,221
Total non-government	**293,376**	**253,713**	**135,837**	**61,246**	**72,552**	**20,576**	**6,768**	**20,815**	**864,883**	**435,871**	**429,012**
					ALL SCHOOLS						
Primary	600,433	432,308	325,832	159,377	181,259	48,947	23,272	32,942	1,804,370	926,593	877,777
Junior secondary(d)	325,069	245,272	135,345	53,616	73,951	27,844	7,308	19,244	887,649	455,619	432,030
Senior secondary Yr 11–12	124,726	110,042	75,782	35,809	38,376	9,498	2,991	9,723	406,947	199,507	207,440
Total secondary	449,795	355,314	211,127	89,425	112,327	37,342	10,299	28,967	1,294,596	655,126	639,470
Total all schools	**1,050,228**	**787,622**	**536,959**	**248,802**	**293,586**	**86,289**	**33,571**	**61,909**	**3,098,966**	**1,581,719**	**1,517,247**

(a) As from 1990, students in special schools have been allocated to either primary or secondary education on the basis of age—primary if under 12 years and secondary if over 12.

(b) Non-government figures for Victoria include full-time students attending one special school administered by government authorities other than the Ministry of Education.

(c) Includes one government primary school in Jervis Bay with 88 students (51 males, 37 females). (d) Junior secondary comprises Yrs 7–10 in NSW, Vic., Tas. & ACT and Yrs 8–10 in Qld, SA, WA & NT.

Source: AEC *National Schools Statistics Collection*, 1992

TABLE 5 (B). FULL-TIME ABORIGINAL/TORRES STRAIT ISLANDER STUDENTS, BY LEVEL OF EDUCATION AND CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1992

	NSW			*Vic.*			*Qld*			*SA*		
Year/ Level of education	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*
K or Pre-year 1	1,851	176	2,027	268	19	287	n.a.	n.a.	n.a.	494	27	521
Year 1	1,764	167	1,931	227	25	252	1,976	217	2,193	426	17	443
Year 2	1,785	162	1,947	269	27	296	1,868	184	2,052	454	24	478
Year 3	1,642	126	1,768	225	18	243	1,837	174	2,011	446	22	468
Year 4	1,622	114	1,736	247	27	274	1,902	197	2,099	372	15	387
Year 5	1,537	121	1,658	203	15	218	1,719	169	1,888	394	20	414
Year 6	1,519	98	1,617	229	18	247	1,709	146	1,855	360	16	376
Year 7	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	1,628	148	1,776	293	20	313
Ungraded primary	383	11	394	8	7	15	90	40	130	23	3	26
Total primary	12,103	975	13,078	1,676	156	1,832	12,729	1,275	14,004	3,262	164	3,426
Year 7	1,410	79	1,489	201	18	219	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Year 8	1,444	83	1,527	219	22	241	1,537	207	1,744	294	11	305
Year 9	1,332	99	1,431	184	26	210	1,443	201	1,644	301	22	323
Year 10	1,017	80	1,097	162	26	188	1,306	185	1,491	229	14	243
Year 11	682	36	718	132	14	146	905	193	1,098	190	16	206
Year 12	356	24	380	59	13	72	746	103	849	103	19	122
Ungraded secondary	334	1	335	21	—	21	75	44	119	28	—	28
Total secondary	6,575	402	6,977	978	119	1,097	6,012	933	6,945	1,145	82	1,227
Total	**18,678**	**1,377**	**20,055**	**2,654**	**275**	**2,929**	**18,741**	**2,208**	**20,949**	**4,407**	**246**	**4,653**

n.a.: not applicable

Source: AEC *National Schools Statistics Collection*, 1992

TABLE 5 (B). FULL-TIME ABORIGINAL/TORRES STRAIT ISLANDER STUDENTS, BY LEVEL OF EDUCATION AND CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1992 – continued

WA			*Tas.*			*NT*			*ACT*			*Australia*		
Govt	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*	*Govt*	*Non-govt*	*All schools*
n.a.	n.a.	n.a.	124	14	138	1,128	164	1,292	39	5	44	3,904	405	4,309
1,220	310	1,530	172	25	197	1,197	180	1,377	39	6	45	7,021	947	7,968
1,130	273	1,403	225	18	243	1,107	167	1,274	42	3	45	6,880	858	7,738
1,060	262	1,322	201	16	217	1,053	132	1,185	43	8	51	6,507	758	7,265
967	268	1,235	218	17	235	920	127	1,047	44	8	52	6,292	773	7,065
927	275	1,202	182	24	206	767	144	911	30	3	33	5,759	771	6,530
937	204	1,141	216	26	242	647	104	751	35	5	40	5,652	617	6,269
879	217	1,096	n.a.	n.a.	n.a.	611	106	717	n.a.	n.a.	n.a.	3,411	491	3,902
91	99	190	21	—	21	120	64	184	6	—	6	742	224	966
7,211	1,908	9,119	1,359	140	1,499	7,550	1,188	8,738	278	38	316	46,168	5,844	52,012
n.a.	n.a.	n.a.	174	16	190	n.a.	n.a.	n.a.	29	2	31	1,814	115	1,929
861	196	1,057	211	22	233	740	162	902	31	2	33	5,337	705	6,042
802	172	974	183	17	200	511	172	683	29	1	30	4,785	710	5,495
669	146	815	162	18	180	382	120	502	26	2	28	3,953	591	4,544
320	49	369	87	3	90	141	77	218	25	—	25	2,482	388	2,870
131	45	176	52	5	57	125	20	145	15	4	19	1,587	233	1,820
193	138	331	4	—	4	69	200	269	—	—	—	724	383	1,107
2,976	746	3,722	873	81	954	1,968	751	2,719	155	11	166	20,682	3,125	23,807
10,187	**2,654**	**12,841**	**2,232**	**221**	**2,453**	**9,518**	**1,939**	**11,457**	**433**	**49**	**482**	**66,850**	**8,969**	**75,819**

TABLE 6. NUMBER OF FULL-TIME STUDENTS: ACTUAL AND PROJECTED(a) BY LEVEL OF EDUCATION AND CATEGORY OF SCHOOL, AUSTRALIA, SELECTED YEARS ('000 as at July each year)

	Primary(b)(c)			*Secondary(c)*			*Total*		
Year	*Govt*	*Non-govt*	*Total(d)*	*Govt*	*Non-govt*	*Total(d)*	*Govt*	*Non-govt*	*Total(d)*
1976	1,475	354	1,829	848	270	1,118	2,323	624	2,947
1981	1,485	386	1,871	814	302	1,116	2,299	688	2,987
1986	1,290	410	1,700	918	384	1,301	2,208	794	3,001
1990	1,323	441	1,763	871	407	1,278	2,193	848	3,042
1991	1,339	448	1,787	879	410	1,289	2,217	858	3,075
1992	1,352	453	1,804	882	412	1,295	2,234	865	3,099
1993	1,367	457	1,824	882	413	1,295	2,249	870	3,119
1994	1,379	460	1,839	888	415	1,303	2,267	876	3,143
1995	1,391	465	1,856	900	419	1,319	2,290	884	3,175
1996	1,403	469	1,872	915	425	1,339	2,318	893	3,212
1997	1,417	473	1,890	929	430	1,359	2,346	903	3,250
1998	1,435	479	1,914	941	434	1,375	2,377	913	3,290
1999	1,453	486	1,938	950	437	1,386	2,402	922	3,325
2000	1,470	491	1,960	956	440	1,396	2,426	931	3,356
2001	1,486	496	1,983	961	441	1,402	2,447	938	3,384
2002	1,500	501	2,000	970	445	1,416	2,470	946	3,416

(a) The projections are based on 1992 actual enrolments and the maintenance of 1992 retention rates. They will not reflect such factors as the effects of future changes in education and immigration policy, Government policy and social and economic conditions. (b) Prior to 1984 ungraded students were classified as primary students. (c) From 1984 students in special schools have been allocated to either primary or secondary education.
(d) Components may not add to totals due to rounding.

Source: Commonwealth Department of Employment, Education and Training

TABLE 7. PROPORTION OF FULL-TIME STUDENTS ENROLLED IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS BY LEVEL OF EDUCATION, STATES AND TERRITORIES, SELECTED YEARS

(per cent)

	1981			*1986*			*1992*		
State/ Level of education	*Govt*	*Catholic*	*Independent*	*Govt*	*Catholic*	*Independent*	*Govt*	*Catholic*	*Independent*
New South Wales									
Primary	78.7	18.5	2.7	75.2	20.7	4.1	74.2	20.2	5.5
Junior secondary	75.0	19.6	5.4	72.7	20.2	7.1	69.8	21.2	9.0
Senior secondary	67.4	21.7	10.9	66.6	22.4	11.0	67.5	21.5	11.0
Total secondary	73.7	19.9	6.3	71.5	20.6	7.9	69.2	21.3	9.6
Total students	76.9	19.0	4.1	73.6	20.7	5.7	72.1	20.7	7.3
Victoria									
Primary	75.3	20.5	4.3	70.6	23.5	5.9	70.3	23.3	6.4
Junior secondary	71.3	18.9	9.8	67.6	20.1	12.3	65.4	21.2	13.4
Senior secondary	62.3	21.8	15.9	61.5	22.1	16.4	63.4	20.9	15.7
Total secondary	69.4	19.5	11.1	66.1	20.6	13.3	64.8	21.1	14.1
Total students	72.9	20.1	7.0	68.6	22.1	9.3	67.8	22.3	9.9
Queensland									
Primary	81.5	16.7	1.8	80.0	16.8	3.2	78.5	15.9	5.6
Junior secondary	73.6	18.3	8.1	72.1	17.8	10.1	69.5	17.1	13.3
Senior secondary	63.9	22.2	13.9	66.7	20.1	13.3	67.8	18.0	14.2
Total secondary	71.4	19.4	9.4	70.6	18.5	11.0	68.9	17.5	13.6
Total students	78.2	17.5	4.3	76.2	17.4	6.3	74.7	16.5	8.8
South Australia									
Primary	84.8	11.0	4.2	80.2	13.0	6.9	78.0	13.7	8.3
Junior secondary	81.8	11.3	6.9	77.2	13.6	9.2	71.3	15.9	12.8
Senior secondary	76.2	13.3	10.4	73.7	14.8	11.5	70.0	15.7	14.3
Total secondary	80.2	11.9	8.0	76.1	14.0	10.0	70.8	15.8	13.4
Total students	83.1	11.3	5.6	78.5	13.4	8.1	75.4	14.5	10.1
Western Australia									
Primary	83.9	13.3	2.7	80.4	15.4	4.2	78.8	15.6	5.6
Junior secondary	77.2	15.2	7.6	74.1	16.6	9.3	70.1	18.1	11.8
Senior secondary	69.4	17.9	12.7	70.2	17.5	12.3	68.6	17.8	13.5
Total secondary	75.4	15.8	8.8	73.0	16.9	10.1	69.6	18.0	12.4
Total students	81.0	14.2	4.8	77.5	15.9	6.6	75.3	16.5	8.2
Tasmania									
Primary	84.0	12.0	4.0	80.4	14.0	5.5	77.5	15.3	7.3
Junior secondary	81.1	12.1	6.8	78.3	12.7	9.0	73.7	14.9	11.5
Senior secondary	77.0	12.7	10.3	72.6	14.8	12.6	76.6	13.4	10.0
Total secondary	80.5	12.2	7.3	77.4	13.0	9.6	74.4	14.5	11.1
Total students	82.6	12.1	5.3	79.1	13.6	7.3	76.2	14.9	8.9

TABLE 7. PROPORTION OF FULL-TIME STUDENTS ENROLLED IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS BY LEVEL OF EDUCATION, STATES AND TERRITORIES, SELECTED YEARS — continued

(per cent)

	1981			*1986*			*1992*		
State/ Level of education	*Govt*	*Catholic*	*Independent*	*Govt*	*Catholic*	*Independent*	*Govt*	*Catholic*	*Independent*
Northern Territory									
Primary	84.7	13.4	1.9	84.0	12.8	3.2	81.2	13.9	4.8
Junior secondary	84.7	13.6	1.7	84.6	13.0	2.4	74.5	15.3	10.2
Senior secondary	84.1	15.8	0.2	83.8	12.9	3.3	82.2	9.3	8.5
Total secondary	84.6	14.0	1.4	84.4	13.0	2.6	76.7	13.5	9.7
Total students	84.7	13.5	1.8	84.1	12.8	3.0	79.8	13.8	6.3
ACT									
Primary	71.5	25.3	3.2	68.0	27.0	5.0	68.4	25.9	5.7
Junior secondary	65.9	27.3	6.8	62.4	27.4	10.2	59.9	28.5	11.5
Senior secondary	69.5	22.3	8.3	69.8	22.5	7.7	72.3	19.2	8.5
Total secondary	66.8	26.0	7.2	64.4	26.1	9.5	64.1	25.4	10.5
Total students	69.6	25.6	4.8	66.4	26.6	7.0	66.4	25.7	8.0
Australia									
Primary	79.4	17.5	3.1	75.9	19.4	4.7	74.9	19.0	6.0
Junior secondary	74.5	18.1	7.4	71.6	19.0	9.4	68.6	19.9	11.5
Senior secondary	66.9	20.2	12.9	66.6	20.4	13.1	67.2	19.5	13.3
Total secondary	72.9	18.5	8.6	70.4	19.3	10.3	68.2	19.8	12.1
Total students	**77.0**	**17.9**	**5.1**	**73.6**	**19.4**	**7.1**	**72.1**	**19.4**	**8.6**

Sources: AEC *National Schools Statistics Collection*, 1992 and earlier related publications

TABLE 8. AGE PARTICIPATION RATES(a) OF 15–19-YEAR-OLDS, BY SEX, ALL SCHOOLS, STATES AND TERRITORIES, 1992

(per cent of relevant population)

Age	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					MALES				
15	93.8	94.3	89.9	91.2	88.7	96.7	80.6	105.9	92.7
16	77.6	86.9	75.4	79.3	70.8	71.7	61.1	95.1	79.0
17	62.6	70.9	47.3	45.2	38.3	52.8	42.2	87.5	58.2
18	17.3	19.5	10.8	12.8	7.1	14.2	11.9	28.7	15.5
19	2.8	4.0	2.6	3.3	2.4	2.9	3.1	4.6	3.1
15–19	**49.3**	**53.3**	**44.1**	**45.2**	**41.1**	**47.2**	**39.7**	**59.1**	**48.3**
					FEMALES				
15	94.2	96.1	91.9	92.6	90.5	96.4	80.8	103.9	93.9
16	81.5	89.7	81.7	82.2	74.7	72.8	69.2	98.7	82.9
17	69.0	79.8	46.4	42.7	39.6	52.8	39.2	89.2	62.4
18	15.6	17.0	8.2	9.7	6.8	15.4	10.8	25.4	13.5
19	2.3	3.5	2.0	2.7	2.4	4.1	2.4	3.3	2.7
15–19	**51.0**	**54.9**	**44.6**	**44.5**	**42.0**	**47.7**	**39.6**	**58.1**	**49.4**
					PERSONS				
15	94.0	95.2	90.9	91.9	89.6	96.5	80.7	104.9	93.2
16	79.5	88.3	78.5	80.7	72.7	72.2	65.0	96.9	80.9
17	65.7	75.2	46.9	44.0	39.0	52.8	40.8	88.4	60.3
18	16.5	18.3	9.5	11.3	6.9	14.8	11.4	27.1	14.5
19	2.6	3.8	2.3	3.0	2.4	3.5	2.8	3.9	2.9
15–19	**50.1**	**54.1**	**44.3**	**44.8**	**41.5**	**47.4**	**39.7**	**58.6**	**48.8**

(a) Age participation rates represent the number of school students of a particular age and sex expressed as a proportion of the estimated resident population of the same age and sex. They do not include people in these age groups who may be attending forms of education other than those delivered in schools (e.g. TAFE). Due to interstate movement, i.e. students resident in one State and attending school in a different State, participation rates may be either slightly underestimated or overestimated, thereby making possible participation rates greater than 100%. Differences in State policies on entry age into schooling and alternative provisions for school-age students (i.e. TAFE) can also affect participation rates.

Source: ABS Cat. No. 4221.0, *Schools, Australia*, 1992

TABLE 9 (A). APPARENT RETENTION RATES(a) OF SECONDARY SCHOOL STUDENTS TO YEARS 10, 11 AND 12, BY SEX, AUSTRALIA, SELECTED YEARS (per cent)

	Year 10			*Year 11*			*Year 12*		
Year	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
1971	81.9	79.7	80.8	49.1	42.7	46.0	34.1	26.9	30.6
1976	86.5	86.7	86.6	51.4	52.6	52.0	34.6	35.3	34.9
1981	90.3	92.6	91.4	51.6	59.0	55.2	32.0	37.8	34.8
1986	93.2	95.1	94.1	65.7	70.9	68.3	45.6	52.1	48.7
1989	96.0	98.1	97.1	73.0	81.5	77.2	55.5	65.2	60.3
1990	97.1	99.3	98.2	76.4	84.8	80.5	58.3	69.9	64.0
1991	98.2	99.4	98.8	82.9	89.2	86.0	66.1	76.7	71.3
1992	98.5	99.6	99.1	85.1	90.7	87.8	72.5	82.0	77.1

(a) Apparent retention rates show the percentage of students who continued to Years 10, 11, and 12 from their respective cohort groups at the commencement of their secondary schooling. Note that rates are based on mid-year full-time enrolments. Care should be taken in interpreting the results, as a range of factors affecting their calculation have not been taken into account. At the Australian level these include students repeating a year of education, migration and other net changes to the school population. Comparison between the government and non-government sector should be made with caution due to the effect that transfer between government and non-government schools has on apparent retention rate figures, i.e. transfer between schools into the cohort group after the base year changes the real rate.

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications

TABLE 9 (B). APPARENT RETENTION RATES(a) OF SECONDARY SCHOOL STUDENTS TO YEARS 10, 11 AND 12, BY CATEGORY OF SCHOOL, AUSTRALIA, SELECTED YEARS (per cent)

	Year 10			*Year 11*			*Year 12*		
Year	*Govt*	*Non-Govt*	*All Schools*	*Govt*	*Non-Govt*	*All Schools*	*Govt*	*Non-Govt*	*All Schools*
1971	78.5	88.7	80.8	42.1	59.2	46.0	25.9	46.1	30.6
1976	84.9	92.6	86.6	47.5	67.9	52.0	29.6	54.0	34.9
1981	89.2	98.6	91.4	49.7	73.5	55.2	28.5	56.9	34.8
1986	92.0	99.9	94.1	63.2	82.4	68.3	42.3	67.4	48.7
1989	96.2	99.0	97.1	73.0	87.7	77.2	54.3	76.3	60.3
1990	97.5	99.6	98.2	76.8	89.0	80.5	58.3	78.4	64.0
1991	98.7	99.0	98.8	84.1	90.3	86.0	66.9	81.6	71.3
1992	99.1	99.1	99.1	86.6	90.4	87.8	73.8	84.7	77.1

(a) See note to Table 9(A) for an explanation of apparent retention rates.

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications

TABLE 10. APPARENT RETENTION RATES (a) OF SECONDARY SCHOOL STUDENTS TO YEAR 12, BY SEX, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, SELECTED YEARS

(per cent)

State/	*1981*			*1986*			*1992*		
Category of school	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
New South Wales									
Government	25.5	30.9	28.1	36.7	41.7	39.1	59.5	69.6	64.4
Catholic	42.2	38.7	40.4	51.6	51.0	51.3	67.7	74.1	70.9
Independent	88.4	99.2	93.5	88.3	94.4	91.3	94.6	103.0	98.7
Total non-govt	51.2	49.0	50.1	59.6	60.5	60.0	75.0	82.0	78.4
Total schools	31.0	34.9	32.9	42.4	46.6	44.4	64.0	73.3	68.5
Victoria									
Government	19.4	28.7	23.8	32.5	42.8	37.5	70.5	86.1	77.9
Catholic	45.4	48.0	46.8	52.6	62.3	57.7	71.9	82.6	77.4
Independent	87.1	92.7	89.9	89.7	95.5	92.6	97.2	109.1	103.1
Total non-govt	59.3	61.1	60.2	65.6	73.3	69.5	81.4	92.0	86.8
Total schools	28.8	37.6	33.1	41.7	52.2	46.8	74.3	88.3	81.1
Queensland									
Government	28.3	35.7	32.0	47.4	54.9	51.1	77.5	86.9	82.1
Catholic	50.0	48.5	49.2	66.0	67.2	66.6	83.2	85.2	84.2
Independent	88.8	87.2	88.1	87.3	99.2	92.8	100.3	108.9	104.3
Total non-govt	61.4	57.9	59.7	73.2	77.1	75.1	90.0	94.2	92.0
Total schools	36.4	41.1	38.7	54.3	60.7	57.5	81.2	89.0	85.0
South Australia									
Government	30.3	35.5	32.8	44.9	51.0	47.8	85.0	90.4	87.6
Catholic	52.9	67.1	60.6	69.0	78.8	74.1	94.7	105.7	100.1
Independent	97.3	96.7	97.0	96.8	103.6	100.1	112.2	119.5	115.9
Total non-govt	70.4	77.3	74.0	80.1	87.8	84.0	102.4	111.8	107.1
Total schools	35.8	42.3	38.9	51.4	58.3	54.8	89.4	96.1	92.7
Western Australia									
Government	27.0	31.7	29.3	43.6	47.4	45.4	65.2	73.1	69.0
Catholic	42.9	47.6	45.4	55.4	57.0	56.2	67.3	77.5	72.4
Independent	81.5	85.3	83.4	81.7	90.0	85.8	95.2	102.7	98.8
Total non-govt	55.1	58.2	56.7	64.2	67.4	65.9	77.7	86.5	82.0
Total schools	32.6	37.7	35.1	48.3	52.4	50.3	68.8	77.0	72.8
Tasmania									
Government	20.1	28.8	24.3	24.4	30.0	27.1	60.0	59.0	59.5
Catholic	41.1	28.0	34.1	28.6	35.0	36.7	56.7	62.8	60.0
Independent	53.2	45.8	49.5	57.6	57.9	57.8	62.9	69.9	66.5
Total non-govt	45.2	33.4	39.1	45.9	43.3	44.5	59.3	65.7	62.7
Total schools	23.9	29.6	26.7	28.0	32.7	30.3	59.9	60.6	60.2

TABLE 10. APPARENT RETENTION RATES (a) OF SECONDARY SCHOOL STUDENTS TO YEAR 12, BY SEX, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, SELECTED YEARS — continued (per cent)

State/ Category of school	*1981*			*1986*			*1992*		
	Males	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
Northern Territory									
Government	13.7	21.9	17.6	30.9	35.9	33.4	58.0	59.7	58.8
Catholic	25.6	15.4	20.3	21.8	54.3	37.9	29.0	33.1	30.9
Independent	—	—	—	33.3	42.1	38.0	89.7	135.6	114.3
Total non-govt	25.6	15.4	20.3	24.0	51.7	38.0	39.6	55.6	47.2
Total schools	15.4	20.9	18.0	29.9	38.3	34.1	54.6	59.0	56.7
Australian Capital Territory									
Government	59.6	71.4	65.4	79.2	83.3	81.2	114.3	118.7	116.4
Catholic	68.1	71.5	69.7	65.6	64.7	65.2	65.7	63.8	64.8
Independent	83.6	93.9	88.2	89.8	102.3	95.6	81.8	73.1	77.5
Total non-govt	71.7	76.3	73.8	70.2	71.8	70.9	69.9	66.4	68.2
Total schools	63.2	72.8	67.9	76.0	79.5	77.7	96.6	97.9	97.2
Australia									
Government	25.1	32.1	28.5	38.9	45.8	42.3	68.9	79.0	73.8
Catholic	45.5	45.6	45.6	55.6	59.1	57.4	72.3	79.6	76.0
Independent	87.1	91.5	89.2	87.7	94.8	91.2	97.1	106.1	101.5
Total non-govt	57.0	56.8	56.9	65.4	69.4	67.4	80.9	88.6	84.7
Total schools	**32.0**	**37.8**	**34.8**	**45.6**	**52.1**	**48.7**	**72.5**	**82.0**	**77.1**

(a) See Table 9(A) for an explanation of apparent retention rates.

Sources: Commonwealth Department of Employment, Education and Training, *Retention and Participation in Australian Schools*, 1967 to 1990, Monograph Series No. 6 and unpublished 1991 data; ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications

TABLE 11(A). ESTIMATED YEAR 12 COMPLETION RATES (a)(b), BY SOCIOECONOMIC STATUS(c), SEX, AUSTRALIA, SELECTED YEARS
(per cent)

	Low socioeconomic status decile			*High socioeconomic status decile*			*Total*		
Year	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
1985	36	43	39	54	62	58	41	49	45
1987	43	55	49	63	74	68	50	61	56
1988	46	58	52	67	79	73	53	65	59
1989	47	59	53	67	78	72	54	66	60
1990	46	59	53	65	76	70	55	68	61
1991	56	68	61	75	86	80	63	75	69
1992	60	71	65	78	86	82	67	77	72

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. (b) ACT excluded for 1985 to 1988. (c) The socioeconomic status (SES) of students is estimated from the postcode of their home address by using an indicator developed by the ABS on the basis of socioeconomic data obtained from the 1986 census. 'Low' SES in the table is the average of the bottom three deciles and 'High' is the average of the top three SES deciles.

Source: Commonwealth Department of Employment, Education and Training (derived from data provided by State education authorities and the ABS)

TABLE 11(B). ESTIMATED YEAR 12 COMPLETION RATES (a)(b), BY LOCALITY, SEX, AUSTRALIA, SELECTED YEARS
(per cent)

	Urban(c)			*Rural(d)*			*Remote(e)*			*Total*		
Year	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
1985	45	51	47	35	46	40	31	40	36	41	49	45
1987	53	62	58	46	60	53	38	50	44	50	61	56
1988	56	66	61	50	64	57	41	55	48	53	65	59
1989	56	67	62	51	66	58	41	53	47	54	66	60
1990	57	68	63	52	68	60	41	54	47	55	68	61
1991	65	76	70	61	75	68	46	58	52	63	75	69
1992	69	78	73	65	78	72	50	61	55	67	77	72

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. (b) ACT excluded for 1985 to 1988. (c) Urban includes the capital cities in each State and the ACT as well as Newcastle and Wollongong (NSW), Geelong (Vic.) and the Gold Coast (Qld). It excludes Darwin. (d) Rural is the balance in each State and Territory after urban and remote have been defined. (e) Remote generally refers to sparsely settled areas with population densities depending on the individual State or Territory. All of the Northern Territory, apart from Darwin City, is remote.

Source: Commonwealth Department of Employment, Education and Training (derived from data provided by State education authorities and the ABS)

TABLE 12. NUMBER(a) AND PROPORTION(b) OF YEAR 12 ENROLMENTS IN TERTIARY-ACCREDITED SUBJECTS BY SEX, AUSTRALIA, 1987 AND 1992

	Males		*Females*		*Persons*	
Subject	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*
			1987			
English	55,826	18.0	68,151	19.7	123,977	18.9
Mathematics	60,003	19.4	52,911	15.3	112,914	17.2
Humanities and social sciences	52,312	16.9	66,679	19.3	118,991	18.2
Biological and other sciences	27,010	8.7	41,876	12.1	68,886	10.5
Physical sciences	44,698	14.4	23,393	6.8	68,091	10.4
Economics and business	35,004	11.3	34,303	9.9	69,307	10.6
Creative and performing arts	9,269	3.0	23,263	6.7	32,532	5.0
Languages	5,500	1.8	12,622	3.7	18,122	2.8
Home science	1,173	0.4	13,975	4.0	15,148	2.3
Technical studies	9,059	2.9	537	0.2	9,596	1.5
Physical education	5,508	1.8	4,561	1.3	10,069	1.5
Agriculture	2,046	0.7	1,204	0.3	3,250	0.5
Computer studies	2,192	0.7	940	0.3	3,132	0.5
Other	455	0.1	1,021	0.3	1,476	0.2
Total enrolments	**310,055**	**100.0**	**345,436**	**100.0**	**655,491**	**100.0**
			1992			
English	84,660	18.6	98,000	19.8	182,660	19.2
Mathematics	91,793	20.1	83,961	16.9	175,754	18.5
Humanities and social sciences	59,728	13.1	76,442	15.4	136,170	14.3
Biological and other sciences	37,298	8.2	52,282	10.5	89,580	9.4
Physical sciences	53,517	11.7	31,584	6.4	85,101	8.9
Economics and business	52,022	11.4	59,099	11.9	111,121	11.7
Creative and performing arts	17,893	3.9	34,446	6.9	52,339	5.5
Languages	7,176	1.6	14,590	2.9	21,766	2.3
Home science	2,151	0.5	17,742	3.6	19,893	2.1
Technical studies	21,048	4.6	4,916	1.0	25,964	2.7
Physical education	11,163	2.4	7,981	1.6	19,144	2.0
Agriculture	2,575	0.6	1,210	0.2	3,785	0.4
Computer studies	14,068	3.1	12,194	2.5	26,262	2.8
Other	868	0.2	1,640	0.3	2,508	0.3
Total enrolments	**455,960**	**100.0**	**496,087**	**100.0**	**952,047**	**100.0**

(a) These figures refer to enrolments in all subjects which are publicly examined and/or tertiary accredited. As each student may be enrolled in several subjects, the total number of enrolments shown in this table far exceeds the total number of year 12 students.
(b) The proportion of enrolments in a particular subject is the number of enrolments in that subject divided by the number of enrolments in all subjects.

Note: Percentages are not comparable with this table in previous Annexes as this table includes English for the first time.

Source: Commonwealth Department of Employment, Education and Training derived from data supplied by State secondary accreditation authorities

TABLE 13. DESTINATION OF SCHOOL LEAVERS (AGED 15–19 YEARS) FROM GOVERNMENT AND NON-GOVERNMENT SCHOOLS BY TYPE OF TERTIARY INSTITUTION ATTENDED(a) OR LABOUR FORCE STATUS, AUSTRALIA, 1987 AND 1992

Type of tertiary institution attended or labour force status in following year (1987(b) or 1992(c))	*Males*		*Females*		*Persons*		*Males*		*Females*		*Persons*	
	Number	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*
	ATTENDED GOVERNMENT SCHOOL IN 1986						ATTENDED GOVERNMENT SCHOOL IN 1991					
Higher education institution	12,500	12.3	16,100	17.4	28,600	14.7	18,800	19.3	22,500	28.1	41,200	23.2
TAFE/technical college	28,500	28.0	18,600	20.2	47,100	24.3	29,900	30.8	15,400	19.2	45,400	25.6
Other	800	0.8	4,200	4.6	5,000	2.6	1,700	1.8	5,400	6.8	7,100	4.0
Not attending tertiary education	59,900	58.8	53,400	57.9	113,300	58.4	46,700	48.1	36,800	45.9	83,600	47.1
–Employed (FT or PT)	39,600	38.9	38,200	41.4	77,800	40.1	27,000	27.8	19,600	24.4	46,600	26.3
–Unemployed	16,400	16.1	11,200	12.1	27,600	14.2	17,700	18.2	13,200	16.4	30,900	17.4
–Not in labour force	3,900	3.8	4,000	4.3	7,900	4.1	2,000	2.1	4,100	5.1	6,100	3.4
Total	**101,800**	**100**	**92,300**	**100**	**194,100**	**100**	**97,100**	**100**	**80,100**	**100**	**177,300**	**100**
	ATTENDED NON-GOVERNMENT SCHOOL IN 1986						ATTENDED NON-GOVERNMENT SCHOOL IN 1991					
Higher education institution	10,300	34.9	10,200	37.8	20,500	36.3	11,300	38.7	17,800	54.4	29,100	47.0
TAFE/technical college	6,800	23.1	5,000	18.5	11,800	20.9	8,700	29.9	5,400	16.5	14,100	22.9
Other	900	3.1	1,900	7.0	2,800	5.0	800	2.6	2,400	7.2	3,100	5.0
Not attending tertiary education	11,400	38.6	9,900	36.7	21,300	37.7	8,400	28.7	7,100	21.8	15,500	25.1
–Employed (FT or PT)	8,800	29.8	7,700	28.5	16,500	29.2	6,400	22.0	3,600	11.0	10,000	16.2
–Unemployed	2,100	7.1	800	3.0	2,900	5.1	1,600	5.6	3,000	9.2	4,600	7.5
–Not in labour force	500	1.7	1,400	5.2	1,900	3.4	300	1.0	500	1.6	800	1.4
Total	**29,500**	**100**	**27,000**	**100**	**56,400**	**100**	**29,200**	**100**	**32,700**	**100**	**61,800**	**100**
	TOTAL ATTENDED SCHOOL IN 1986						TOTAL ATTENDED SCHOOL IN 1991					
Higher education institution	22,800	17.4	26,300	22.0	49,100	19.6	30,100	23.8	40,200	35.7	70,300	29.4
TAFE/technical college	35,300	26.9	23,600	19.8	58,900	23.5	38,700	30.6	20,800	18.5	59,500	24.9
Other	1,700	1.3	6,100	5.1	7,800	3.1	2,500	2.0	7,800	6.9	10,300	4.3
Not attending tertiary education	71,300	54.3	63,300	53.1	134,600	53.7	55,100	43.6	43,900	39.0	99,100	41.4
–Employed (FT or PT)	48,400	36.9	45,900	38.5	94,300	37.6	33,500	26.4	23,200	20.6	56,600	23.7
–Unemployed	18,500	14.1	12,000	10.1	30,500	12.2	19,300	15.3	16,200	14.3	35,500	14.8
–Not in labour force	4,400	3.4	5,400	4.5	9,800	3.9	2,300	1.8	4,600	4.1	6,900	2.9
Total	**131,300**	**100**	**119,300**	**100**	**250,600**	**100**	**126,400**	**100**	**112,700**	**100**	**239,200**	**100**

(a) Includes full-time and part-time study. (b) Numbers as at May 1987. (c) Numbers as at May 1992.

Source: ABS Cat. No. 6227.0, *Transition from Education to Work, Australia*, unpublished tables

TABLE 14. YEAR 12 SCHOOL LEAVERS CONTINUING INTO HIGHER EDUCATION: KEY STATISTICS, AUSTRALIA, 1980 TO 1992

Year	*Males*	*Females*	*Persons*	*Annual growth rate (per cent)*	*Female proportion(e) (per cent)*	*School leavers as a proportion of total undergraduate commencers (per cent)*	*School leavers as a proportion of year 12 enrolments in the preceding year (per cent)*
1980	19,700	19,800	39,500	–3.2	50.1	38.1	43.7
1981	19,200	19,400	38,600	–2.3	50.3	36.3	43.4
1982(a)	18,600	19,100	37,700	–2.3	50.7	37.3	42.7
1983(a)	19,100	19,400	38,500	2.1	50.4	37.2	42.9
1984	20,900	21,100	42,000	9.1	50.2	39.8	42.5
1985	22,000	23,800	45,800	9.0	52.0	40.9	41.4
1986	23,200	25,900	49,100	7.2	52.7	41.1	42.2
1987(b)r	*	*	55,000	12.0	n.a.	44.5	42.8
1988	27,600	32,300	59,900	8.9	53.9	44.2	42.2
1989(c)	30,500	36,500	66,900	11.8	54.5	46.1	41.5
1990	32,100	39,600	71,700	7.1	55.2	46.2	42.7
1991	32,300	40,100	72,400	1.0	55.4	43.1	42.7
1992(d)	29,300	36,300	65,600	-9.4	55.3	41.9	35.8

r: revised

* not available

n.a. not applicable

(a) These figures include some estimates, to ensure that the coverage in terms of institutions is the same for all years. (b) Figures for 1987 are all estimates, as a significant number of institutions did not provide the relevant data in that year's statistical return to the department. (c) Difference between the total and the sum of components is due to rounding. (d) In 1992, opportunities for school leavers declined, partly because institutions reduced their intakes to compensate for 1991 over-enrolment. (e) Proportion of school leaver undergraduate commencers who are female.

Source: Commonwealth Department of Employment, Education and Training

TABLE 15. YEAR 12 SCHOOL LEAVERS CONTINUING INTO HIGHER EDUCATION, BY LEVEL OF COURSE, AUSTRALIA, 1992

	Males		*Females*		*Persons*	
Level of course	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*
Bachelor degree	27,970	95.6	34,624	95.3	62,594	95.4
Diploma	142	0.5	617	1.7	759	1.2
Associate diploma	942	3.2	890	2.5	1,832	2.8
Other Award	31	0.1	8	0.0	39	0.1
Other	184	0.6	200	0.6	384	0.6
Total	**29,269**	**100.0**	**36,339**	**100.0**	**65,608**	**100.0**

Source: Commonwealth Department of Employment, Education and Training

TABLE 16. EXPENDITURE BY GOVERNMENT EDUCATION SYSTEMS, BY LEVEL OF EDUCATION, STATES AND TERRITORIES, 1991–92 FINANCIAL YEAR

($'000)

	NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
				IN-SCHOOL, PRIMARY EDUCATION					
Teaching staff salaries	830,354	794,601	507,573	312,535	287,569	78,104	45,713	52,581	2,909,030
Non-teaching staff salaries	108,501	71,444	88,284	50,189	49,882	12,933	8,202	9,416	398,851
Non-salary costs	523,466	279,280	243,209	105,740	143,561	33,644	44,994	22,934	1,396,828
Sub-total	1,462,321	1,145,325	839,066	468,464	481,012	124,681	98,909	84,931	4,704,709
				IN-SCHOOL, SECONDARY EDUCATION					
Teaching staff salaries	903,591	873,927	425,154	250,526	231,836	82,545	30,324	62,670	2,860,573
Non-teaching staff salaries	108,766	77,460	68,082	36,032	44,635	13,451	6,390	9,108	363,924
Non-salary costs	465,371	288,442	216,852	83,200	129,890	35,770	21,110	19,615	1,260,250
Sub-total	1,477,728	1,239,829	710,088	369,758	406,361	131,766	57,824	91,393	4,484,747
				OUT-OF-SCHOOL					
Teaching staff salaries	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-teaching staff salaries	98,901	61,783	67,022	31,313	35,710	14,511	15,286	9,120	333,646
Non-salary costs	70,094	109,611	44,325	30,081	33,797	11,510	7,615	8,591	315,624
Sub-total	168,995	171,394	111,347	61,394	69,507	26,021	22,901	17,711	649,270
Total	**3,109,044**	**2,556,548**	**1,660,501**	**899,616**	**956,880**	**282,468**	**179,634**	**194,035**	**9,838,726**

n.a.: not applicable

Note: Non-salary costs includes goods and services, cleaning and the provision of buildings and grounds. Users wishing to publish this data should provide suitable explanatory notes and be aware that the data does not represent total government expenditure on school-level education. It specifically excludes expenditure on such items as:

- i Commonwealth direct payments to parents and/or students, e.g. Austudy;
- ii preschools and TAFE establishments;
- iii superannuation, payroll tax, long service leave provisions, depreciation and sinking fund payments, interest on Commonwealth loans, teacher housing;
- iv student hostel provisions;
- v funds raised by schools, school councils or community organisations.

Source: AEC *National Schools Statistics Collection*, 1992

TABLE 17. EXPENDITURE: NON-GOVERNMENT SCHOOLS BY LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992 CALENDAR YEAR ($'000)

	NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					PRIMARY SCHOOLS				
Teaching staff salaries	226,560	178,840	95,709	47,859	48,414	10,424	5,524	14,361	627,690
Non-teaching staff salaries	26,938	20,155	19,113	7,353	12,424	1,610	1,967	1,714	91,274
Other costs(a)	104,600	89,403	45,828	22,096	32,244	4,964	3,560	6,775	309,470
Total	358,098	288,398	160,650	77,308	93,082	16,998	11,051	22,850	1,028,435
					SECONDARY SCHOOLS				
Teaching staff salaries	257,450	199,042	107,869	24,690	46,698	6,047	4,180	14,411	660,387
Non-teaching staff salaries	36,755	40,717	21,222	4,507	8,737	1,166	1,309	2,794	117,208
Other costs(a)	137,750	132,686	66,487	18,086	33,475	3,780	3,260	8,864	404,388
Total	431,955	372,445	195,578	47,283	88,911	10,994	8,749	26,068	1,181,983
					COMBINED SCHOOLS				
Teaching staff salaries	232,953	234,005	111,002	76,540	75,049	30,333	3,190	22,119	785,191
Non-teaching staff salaries	43,072	58,895	24,987	15,895	19,204	5,359	631	4,631	172,673
Other costs(a)	191,581	182,419	91,022	50,766	65,348	19,038	2,743	13,270	616,188
Total	467,605	475,320	227,011	143,201	159,601	54,731	6,563	40,019	1,574,052
					ALL NON-GOVERNMENT SCHOOLS				
Total	**1,257,658**	**1,136,162**	**583,239**	**267,793**	**341,594**	**82,723**	**26,364**	**88,938**	**3,784,470**

(a) See Table 17(A) for breakdown of 'other costs'.

Source: Commonwealth Department of Employment, Education and Training

TABLE 17(A). BREAKDOWN OF 'OTHER COSTS' COMPONENT OF EXPENDITURE: NON-GOVERNMENT SCHOOLS BY LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992 CALENDAR YEAR

($'000)

	NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					PRIMARY SCHOOLS				
Staff-related expenses	18,442	19,082	9,051	3,463	4,582	807	532	1,430	57,388
Other operating expenditure	42,961	35,948	15,996	8,938	11,473	1,958	1,641	3,203	122,118
Debt servicing	5,918	5,526	4,332	1,461	2,163	601	312	548	20,859
Capital expenditure–assets	37,280	28,847	16,449	8,234	14,026	1,597	1,076	1,595	109,106
Total	104,600	89,403	45,828	22,096	32,244	4,964	3,560	6,775	309,470
					SECONDARY SCHOOLS				
Staff-related expenses	21,059	25,571	10,011	2,237	4,238	529	503	1,768	65,917
Other operating expenditure	55,174	54,363	24,889	5,580	13,278	1,633	1,476	3,677	160,071
Debt servicing	12,612	10,202	7,758	1,519	3,773	328	581	1,212	37,984
Capital expenditure–assets	48,905	42,550	23,830	8,750	12,186	1,290	699	2,207	140,417
Total	137,750	132,686	66,487	18,086	33,475	3,780	3,260	8,864	404,389
					COMBINED SCHOOLS				
Staff-related expenses	23,475	31,421	10,882	9,421	8,044	2,944	307	2,554	89,047
Other operating expenditure	71,736	81,276	30,749	22,370	22,943	8,313	909	6,008	244,302
Debt servicing	20,333	13,960	13,196	3,870	5,153	1,483	461	1,145	59,601
Capital expenditure–assets	76,037	55,762	36,196	15,106	29,209	6,299	1,066	3,563	223,238
Total	191,581	182,419	91,022	50,766	65,348	19,038	2,743	13,270	616,188
					ALL NON-GOVERNMENT SCHOOLS				
Total	**433,931**	**404,508**	**203,337**	**90,949**	**131,067**	**27,782**	**9,563**	**28,908**	**1,330,047**

Notes: 'Staff-related expenses' include superannuation, long service leave provision. 'Other operating expenditure' includes cleaning. 'Debt servicing' includes interest payments only.

Source: Commonwealth Department of Employment, Education and Training

TABLE 18. INCOME PER STUDENT OF NON-GOVERNMENT SCHOOLS BY AFFILIATION, LEVEL OF EDUCATION, SOURCE OF FUNDS, AUSTRALIA, SELECTED YEARS

($ per student at December 1992 prices)

	Catholic			*Independent*			*Total non-government*		
Year	*Private*	*State*	*Commonwealth*	*Private*	*State*	*Commonwealth*	*Private*	*State*	*Commonwealth*
				PRIMARY SCHOOLS					
1986r	502	600	1,329	1,463	572	1,097	573	598	1,312
1991r	655	662	1,499	1,831	665	1,223	761	662	1,474
1992	631	685	1,525	1,799	674	1,362	740	684	1,510
				SECONDARY SCHOOLS					
1986r	1,026	966	2,035	3,110	920	1,481	1,267	961	1,971
1991r	1,368	1,068	2,200	3,721	1,039	1,566	1,669	1,064	2,118
1992	1,382	1,103	2,244	3,876	1,044	1,630	1,702	1,095	2,165
				COMBINED PRIMARY/SECONDARY SCHOOLS					
1986r	1,243	837	1,650	3,668	693	969	2,857	741	1,197
1991r	1,697	885	1,832	4,320	761	1,065	3,614	794	1,271
1992	1,732	910	1,859	4,387	759	1,102	3,679	799	1,303
				ALL NON-GOVERNMENT SCHOOLS					
1986r	**779**	**755**	**1,609**	**3,346**	**706**	**1,046**	**1,461**	**742**	**1,460**
1991r	**1,026**	**829**	**1,781**	**3,940**	**782**	**1,144**	**1,900**	**815**	**1,590**
1992	**1,023**	**856**	**1,813**	**4,003**	**782**	**1,196**	**1,929**	**834**	**1,625**

r: revised

Source: Commonwealth Department of Employment, Education and Training

TABLE 19. PER CAPITA EXPENDITURE(a) ON GOVERNMENT SCHOOLS, BY LEVEL OF EDUCATION, STATES AND TERRITORIES, 1991–92 FINANCIAL YEAR
($ per student)

State	*Primary*	*Secondary*	*Total*
NSW	3,527	5,010	4,136
Vic.	4,108	5,685	4,791
Qld	3,569	5,191	4,156
SA	4,131	6,106	4,806
WA	3,696	5,549	4,350
Tas.	3,695	5,120	4,300
NT	6,050	8,109	6,658
ACT	4,211	5,367	4,733
Australia	**3,789**	**5,385**	**4,421**

(a) Expenditure on provision of buildings and grounds is included. It is estimated that this amounts to $297 per student for Australia.

Note: The expenditure base used to derive the per capita figures specifically excludes:

- expenditure on sessional preschools and Technical and Further Education;
- private expenditure, i.e. funds raised by schools, school councils or community organisations;
- expenditure on superannuation, payroll tax, provision for long service leave, depreciation and sinking fund payments, interest on Commonwealth loans, staff accomodation (including all payments to housing authorities);
- expenditure on accruals, provisions, commitments and liabilities;
- direct payment of allowances by the Commonwealth to individual students and/or parents;
- salaries of staff and operating expenses of student hostels, including hostel subsidies;
- expenditure on children in residential care programs;
- all known and clearly identifiable expenditure by government school systems on non-government schools.

Specific inclusions in the base used to derive the per capita figures are:

- expenditure on special schools;
- Commonwealth grants for education;
- expenditure on behalf of the Director-General (or equivalent) by other State Government agencies;
- expenditure financed from Department of Employment, Education and Training joint programs has been apportioned where possible between the government and non-government systems and only that portion expended on the government school system is included;
- payments to staff in the form of allowances for accommodation.

Source: AEC *Summary 1991–92 Finance Statistics from the Government Section of the National Schools Statistics Collection 1992*

Warning:

Tables 19 and 20 cannot be directly compared, as different methods of accounting and collection are involved. Table 19 is on a financial-year basis and Table 20 is on a calendar-year basis and some major items are treated differently, e.g. superannuation and debt servicing are included in non-government schools expenditure but not government schools expenditure.

TABLE 20. PER CAPITA EXPENDITURE(a) OF NON-GOVERNMENT SCHOOLS BY AFFILIATION AND LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

($ per student)

	Catholic				*Independent*				*Total non-government*			
State	*Primary*	*Secondary*	*Combined*	*Total*	*Primary*	*Secondary*	*Combined*	*Total*	*Primary*	*Secondary*	*Combined*	*Total*
NSW	2,791	4,558	4,555	3,638	4,287	7,384	6,493	6,300	2,913	4,831	5,927	4,319
Vic.	2,663	4,744	5,577	3,609	4,126	6,525	6,700	6,484	2,747	4,913	6,576	4,489
Qld	2,877	4,648	3,937	3,600	3,796	6,572	5,467	5,474	2,976	5,103	5,050	4,249
SA	2,932	5,355	4,285	3,793	3,530	5,939	5,899	5,225	3,104	5,541	5,167	4,379
WA	2,927	4,906	4,663	3,798	3,999	6,830	6,188	5,982	3,023	5,084	5,753	4,493
Tas.	2,580	4,328	3,615	3,269	3,931	*	5,349	5,273	2,658	4,325	4,699	4,019
NT	3,093	*	*	3,842	5,059	*	*	5,816	3,522	6,313	5,272	4,570
ACT	2,766	5,068	4,430	3,789	6,188	*	5,704	5,866	2,880	5,315	5,034	4,278
Australia	**2,782**	**4,693**	**4,466**	**3,644**	**4,011**	**6,762**	**6,254**	**6,031**	**2,896**	**4,958**	**5,778**	**4,371**

* Data not provided where less than three schools are involved.

(a) Excludes expenditure on special schools.
Expenditure at system office level is allocated across the schools in systems in proportion to enrolments.

Includes:
- capital expenditure;
- expenditure of funds raised through fees or obtained from Church or Parish grants;
- either expenditure on, or allowance for, superannuation and long service leave;
- Commonwealth and State grants for education;
- payments to staff of salary-related allowances including motor vehicle allowances.

Excludes:
- direct payment of allowances by the Commonwealth and States to individual students and/or parents;
- salaries of staff and operating expenses of the boarding house component of schools.

Source: Commonwealth Department of Employment, Education and Training

TABLE 21(A). INCOME AND EXPENDITURE PER STUDENT OF NON-GOVERNMENT PRIMARY SCHOOLS, BY AFFILIATION, STATES AND TERRITORIES, 1992
($ per student)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
				CATHOLIC PRIMARY SCHOOLS					
Fees and charges	334	387	383	430	363	398	396	456	370
Private donations and income	335	189	315	199	165	142	211	288	259
Total private income	669	576	698	629	528	540	607	744	629
State grants	702	625	695	825	665	640	983	734	683
Commonwealth grants	1,486	1,550	1,534	1,442	1,590	1,405	1,603	1,544	1,520
Total income(a)	**2,857**	**2,752**	**2,926**	**2,895**	**2,783**	**2,584**	**3,193**	**3,023**	**2,832**
Recurrent expenditure(a)(b)	2,537	2,413	2,656	2,713	2,510	2,352	2,907	2,672	2,526
Capital expenditure(a)	254	250	231	219	417	228	186	94	256
Total expenditure	**2,791**	**2,663**	**2,877**	**2,932**	**2,927**	**2,580**	**3,093**	**2,766**	**2,782**
Loans at end of year	*371*	*489*	*588*	*531*	*872*	*792*	*609*	*556*	*506*
Loans at start of year	*313*	*511*	*614*	*509*	*728*	*794*	*727*	*692*	*487*
Annual movement in borrowing	*58*	*–22*	*–27*	*23*	*144*	*–2*	*–118*	*–137*	*19*
				INDEPENDENT PRIMARY SCHOOLS					
Fees and charges	1,914	2,070	990	903	1,039	1,532	605	1,267	1,452
Private donations and income	370	332	394	256	376	282	318	305	341
Total private income	2,284	2,402	1,384	1,159	1,415	1,814	923	1,572	1,793
State grants	642	527	693	784	646	635	1,140	681	672
Commonwealth grants	1,185	1,376	1,315	1,364	1,468	951	2,734	4,058	1,358
Total income(a)	**4,111**	**4,304**	**3,393**	**3,307**	**3,530**	**3,400**	**4,797**	**6,311**	**3,822**
Recurrent expenditure(a)(b)	3,422	3,438	2,875	2,923	3,147	3,317	4,156	2,868	3,208
Capital expenditure(a)	865	688	921	607	852	614	903	3,320	803
Total expenditure	**4,287**	**4,126**	**3,796**	**3,530**	**3,999**	**3,931**	**5,059**	**6,188**	**4,011**
Loans at end of year	*1,849*	*1,466*	*1,783*	*1,188*	*2,227*	*2,241*	*2,150*	*683*	*1,657*
Loans at start of year	*1,365*	*1,299*	*1,298*	*1,019*	*1,396*	*2,075*	*1,997*	*692*	*1,284*
Annual movement in borrowing	*483*	*167*	*485*	*169*	*831*	*166*	*153*	*–9*	*372*
				TOTAL PRIMARY SCHOOLS					
Fees and charges	463	484	448	566	423	463	441	483	471
Private donations and income	338	197	323	215	184	150	234	289	267
Total private income	801	681	771	781	607	613	675	772	738
State grants	697	620	695	813	664	640	1,017	733	682
Commonwealth grants	1,462	1,540	1,510	1,420	1,579	1,378	1,850	1,628	1,505
Total income(a)	**2,959**	**2,841**	**2,976**	**3,014**	**2,849**	**2,632**	**3,543**	**3,133**	**2,924**
Recurrent expenditure(a)(b)	2,610	2,472	2,671	2,773	2,568	2,408	3,179	2,679	2,589
Capital expenditure(a)	303	275	305	331	455	250	343	201	307
Total expenditure	**2,913**	**2,747**	**2,976**	**3,104**	**3,023**	**2,658**	**3,522**	**2,880**	**2,896**
Loans at end of year	*491*	*545*	*716*	*721*	*993*	*876*	*946*	*560*	*613*
Loans at start of year	*399*	*556*	*688*	*656*	*787*	*868*	*1,004*	*692*	*561*
Annual movement in borrowing	*93*	*–11*	*28*	*65*	*206*	*8*	*–58*	*–132*	*52*

(a) Excludes amounts relating to boarding facilities. (b) Includes debt servicing of loans for capital and operating purposes.

Source: Commonwealth Department of Employment, Education and Training

TABLE 21(B). INCOME AND EXPENDITURE PER STUDENT OF NON-GOVERNMENT SECONDARY SCHOOLS, BY AFFILIATION, STATES AND TERRITORIES, 1992

($ per student)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					CATHOLIC SECONDARY SCHOOLS				
Fees and charges	898	1,235	1,091	1,056	1,244	982		1,130	1,074
Private donations and income	387	226	327	335	173	150		337	303
Total private income	1,285	1,461	1,418	1,391	1,417	1,132		1,467	1,377
State grants	1,099	1,032	1,151	1,055	1,160	952		1,592	1,100
Commonwealth grants	2,178	2,290	2,182	2,608	2,269	2,245		2,138	2,237
Total income(a)	**4,562**	**4,783**	**4,751**	**5,054**	**4,846**	**4,330**	*	**5,196**	**4,713**
Recurrent expenditure(a)(b)	4,090	4,190	4,288	4,405	4,344	3,815		4,617	4,191
Capital expenditure(a)	468	554	360	950	562	513		451	502
Total expenditure	**4,558**	**4,744**	**4,648**	**5,355**	**4,906**	**4,328**	*	**5,068**	**4,693**
Loans at end of year	*1,042*	*1,316*	*1,482*	*2,041*	*2,386*	*1,202*		*736*	*1,323*
Loans at start of year	*1,025*	*1,343*	*1,615*	*1,627*	*2,291*	*1,105*		*1,172*	*1,335*
Annual movement in borrowing	*16*	*–27*	*–133*	*415*	*95*	*97*		*–437*	*–12*
					INDEPENDENT SECONDARY SCHOOLS				
Fees and charges	3,800	3,923	3,223	2,350	1,677				3,366
Private donations and income	821	362	319	240	360				498
Total private income	4,621	4,285	3,542	2,590	2,037				3,864
State grants	1,008	737	1,134	1,002	1,166				1,040
Commonwealth grants	1,440	1,480	1,697	1,827	2,055				1,625
Total income(a)	**7,069**	**6,502**	**6,373**	**5,418**	**5,257**	*	*	*	**6,529**
Recurrent expenditure(a)(b)	6,096	5,891	5,105	4,752	4,815				5,579
Capital expenditure(a)	1,288	634	1,467	1,187	2,015				1,182
Total expenditure	**7,384**	**6,525**	**6,572**	**5,939**	**6,830**	*	*	*	**6,762**
Loans at end of year	*4,100*	*1,690*	*3,145*	*4,069*	*5,451*				*3,436*
Loans at start of year	*3,951*	*1,663*	*2,419*	*3,243*	*4,461*				*3,073*
Annual movement in borrowing	*150*	*27*	*726*	*826*	*989*				*363*
					TOTAL SECONDARY SCHOOLS				
Fees and charges	1,178	1,489	1,595	1,468	1,284	994	1,718	1,419	1,368
Private donations and income	429	239	325	305	190	150	183	544	328
Total private income	1,607	1,728	1,920	1,773	1,474	1,144	1,901	1,963	1,696
State grants	1,090	1,004	1,147	1,038	1,160	954	2,634	1,538	1,092
Commonwealth grants	2,107	2,214	2,067	2,359	2,249	2,231	2,872	2,033	2,158
Total income(a)	**4,804**	**4,946**	**5,134**	**5,170**	**4,884**	**4,328**	**7,407**	**5,534**	**4,946**
Recurrent expenditure(a)(b)	4,284	4,352	4,481	4,516	4,387	3,817	5,808	4,865	4,369
Capital expenditure(a)	547	561	622	1,025	697	508	505	450	589
Total expenditure	**4,831**	**4,913**	**5,103**	**5,541**	**5,084**	**4,325**	**6,313**	**5,315**	**4,958**
Loans at end of year	*1,337*	*1,351*	*1,875*	*2,687*	*2,670*	*1,257*	*3,378*	*1,753*	*1,594*
Loans at start of year	*1,308*	*1,373*	*1,805*	*2,142*	*2,492*	*1,164*	*3,810*	*2,241*	*1,557*
Annual movement in borrowing	*29*	*–22*	*70*	*546*	*177*	*93*	*–432*	*–488*	*36*

* Data not provided where less than three schools are involved.

(a) Excludes amounts relating to boarding facilities. (b) Includes debt servicing of loans for capital and operating purposes.

Source: Commonwealth Department of Employment, Education and Training

TABLE 21(C). INCOME AND EXPENDITURE PER STUDENT OF NON-GOVERNMENT COMBINED PRIMARY/SECONDARY SCHOOLS, BY AFFILIATION, STATES AND TERRITORIES, 1992
($ per student)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					CATHOLIC COMBINED SCHOOLS				
Fees and charges	1,353	2,700	945	1,354	1,280	783		1,205	1,379
Private donations and income	538	290	334	228	245	135		201	347
Total private income	1,891	2,990	1,279	1,582	1,525	918		1,406	1,726
State grants	911	805	982	827	949	859		1,023	907
Commonwealth grants	1,735	1,645	1,933	1,866	2,109	1,992		1,944	1,853
Total income(a)	**4,536**	**5,439**	**4,195**	**4,276**	**4,583**	**3,769**	*	4,373	**4,486**
Recurrent expenditure(a)(b)	3,780	4,803	3,677	3,911	4,077	3,451		4,170	3,936
Capital expenditure(a)	775	774	260	374	586	164		260	530
Total expenditure	**4,555**	**5,577**	**3,937**	**4,285**	**4,663**	**3,615**	*	**4,430**	**4,466**
Loans at end of year	*996*	*1,564*	*1,582*	*950*	*1,591*	*846*		*1,162*	*1,220*
Loans at start of year	*874*	*1,425*	*1,706*	*882*	*1,443*	*969*		*1,286*	*1,176*
Annual movement in borrowing	*121*	*139*	*–124*	*68*	*148*	*–123*		*–124*	*45*
					INDEPENDENT COMBINED SCHOOLS				
Fees and charges	4,172	4,917	2,581	3,742	3,353	2,911		3,868	3,973
Private donations and income	444	464	294	262	346	418		493	400
Total private income	4,616	5,381	2,875	4,004	3,699	3,329		4,361	4,373
State grants	777	573	1,033	694	837	819		666	757
Commonwealth grants	1,015	964	1,388	1,105	1,261	1,176		910	1,098
Total income(a)	**6,408**	**6,919**	**5,296**	**5,803**	**5,797**	**5,324**	*	**5,937**	**6,228**
Recurrent expenditure(a)(b)	5,451	5,929	4,457	5,212	4,949	4,582		5,047	5,330
Capital expenditure(a)	1,042	771	1,010	687	1,239	767		657	924
Total expenditure	**6,493**	**6,700**	**5,467**	**5,899**	**6,188**	**5,349**	*	**5,704**	**6,254**
Loans at end of year	*3,504*	*2,219*	*3,129*	*1,991*	*3,239*	*1,435*		*2,484*	*2,794*
Loans at start of year	*3,121*	*2,347*	*2,875*	*1,839*	*2,747*	*1,371*		*2,608*	*2,624*
Annual movement in borrowing	*383*	*–128*	*254*	*152*	*493*	*65*		*–124*	*170*
					TOTAL COMBINED SCHOOLS				
Fees and charges	3,348	4,672	2,135	2,659	2,762	2,113	1,368	2,467	3,282
Private donations and income	471	445	305	247	317	312	149	340	386
Total private income	3,819	5,117	2,440	2,906	3,079	2,425	1,517	2,807	3,668
State grants	817	599	1,019	755	869	834	1,647	854	797
Commonwealth grants	1,225	1,039	1,536	1,450	1,503	1,482	1,909	1,454	1,299
Total income(a)	**5,861**	**6,755**	**4,996**	**5,111**	**5,451**	**4,740**	**5,073**	**5,114**	**5,764**
Recurrent expenditure(a)(b)	4,963	5,805	4,245	4,622	4,700	4,158	4,416	4,586	4,959
Capital expenditure(a)	964	771	805	545	1,053	541	856	448	819
Total expenditure	**5,927**	**6,576**	**5,050**	**5,167**	**5,753**	**4,699**	**5,272**	**5,034**	**5,778**
Loans at end of year	*2,771*	*2,147*	*2,707*	*1,519*	*2,769*	*1,214*	*3,424*	*1,788*	*2,375*
Loans at start of year	*2,464*	*2,245*	*2,556*	*1,405*	*2,375*	*1,220*	*3,147*	*1,912*	*2,238*
Annual movement in borrowing	*306*	*–99*	*151*	*114*	*394*	*–6*	*277*	*–124*	*137*

* Data not provided where less than three schools are involved.

(a) Excludes amounts relating to boarding facilities. (b) Includes debt servicing of loans for capital and operating purposes.

Source: Commonwealth Department of Employment, Education and Training

TABLE 21(D). INCOME AND EXPENDITURE PER STUDENT OF ALL NON-GOVERNMENT SCHOOLS, BY AFFILIATION, STATES AND TERRITORIES, 1992
($ per student)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
TOTAL CATHOLIC SCHOOLS									
Fees and charges	652	824	691	852	773	641	646	824	735
Private donations and income	376	208	321	231	180	141	214	278	285
Total private income	1,028	1,032	1,012	1,083	953	782	860	1,102	1,020
State grants	872	792	883	863	860	775	1,293	1,028	854
Commonwealth grants	1,770	1,844	1,800	1,777	1,877	1,766	1,934	1,800	1,808
Total income(a)	**3,671**	**3,668**	**3,695**	**3,723**	**3,690**	**3,323**	**4,088**	**3,931**	**3,680**
Recurrent expenditure(a)(b)	3,249	3,217	3,323	3,403	3,311	3,008	3,568	3,561	3,270
Capital expenditure(a)	389	392	277	390	487	261	274	228	374
Total expenditure	**3,638**	**3,609**	**3,600**	**3,793**	**3,798**	**3,269**	**3,842**	**3,789**	**3,644**
Loans at end of year	*687*	*861*	*1,015*	*920*	*1,445*	*889*	*976*	*761*	*874*
Loans at start of year	*638*	*878*	*1,090*	*819*	*1,316*	*913*	*1,197*	*971*	*862*
Annual movement in borrowing	*49*	*–17*	*–75*	*102*	*130*	*–24*	*–220*	*–210*	*12*
TOTAL INDEPENDENT SCHOOLS									
Fees and charges	3,825	4,604	2,510	2,777	2,978	2,834	1,465	3,535	3,586
Private donations and income	478	444	311	258	350	410	185	663	404
Total private income	4,303	5,048	2,821	3,035	3,328	3,244	1,650	4,198	3,990
State grants	786	585	1,011	753	838	811	1,966	777	779
Commonwealth grants	1,087	1,044	1,438	1,258	1,337	1,168	2,406	1,192	1,192
Total income(a)	**6,176**	**6,677**	**5,269**	**5,046**	**5,503**	**5,224**	**6,022**	**6,166**	**5,961**
Recurrent expenditure(a)(b)	5,254	5,732	4,388	4,507	4,735	4,517	4,949	5,103	5,092
Capital expenditure(a)	1,046	752	1,086	718	1,247	756	867	763	939
Total expenditure	**6,300**	**6,484**	**5,474**	**5,225**	**5,982**	**5,273**	**5,816**	**5,866**	**6,031**
Loans at end of year	*3,351*	*2,111*	*2,968*	*1,987*	*3,272*	*1,490*	*3,926*	*3,097*	*2,726*
Loans at start of year	*2,981*	*2,202*	*2,596*	*1,757*	*2,708*	*1,422*	*3,754*	*3,321*	*2,508*
Annual movement in borrowing	*369*	*–91*	*372*	*230*	*564*	*68*	*171*	*–224*	*218*
TOTAL SCHOOLS									
Fees and charges	1,464	1,981	1,321	1,641	1,475	1,462	948	1,463	1,602
Private donations and income	402	280	318	242	234	242	204	368	321
Total private income	1,866	2,261	1,639	1,883	1,709	1,704	1,152	1,831	1,923
State grants	850	729	927	818	853	788	1,541	969	831
Commonwealth grants	1,596	1,599	1,674	1,564	1,705	1,542	2,108	1,657	1,620
Total income(a)	**4,312**	**4,589**	**4,240**	**4,265**	**4,267**	**4,034**	**4,802**	**4,457**	**4,374**
Recurrent expenditure(a)(b)	3,762	3,987	3,692	3,854	3,764	3,573	4,077	3,924	3,825
Capital expenditure(a)	557	502	557	525	729	446	493	354	546
Total expenditure	**4,319**	**4,489**	**4,249**	**4,379**	**4,493**	**4,019**	**4,570**	**4,278**	**4,371**
Loans at end of year	*1,369*	*1,244*	*1,692*	*1,357*	*2,027*	*1,114*	*2,065*	*1,311*	*1,438*
Loans at start of year	*1,238*	*1,283*	*1,612*	*1,203*	*1,759*	*1,104*	*2,141*	*1,524*	*1,363*
Annual movement in borrowing	*131*	*–39*	*80*	*154*	*268*	*11*	*–76*	*–213*	*74*

(a) Excludes amounts relating to boarding facilities. (b) Includes debt servicing of loans for capital and operating purposes.

Source: Commonwealth Department of Employment, Education and Training

TABLE 22. SCHOOLS PRICE INDICES AND BUILDING PRICE INDEX, AUSTRALIA, 1980–92(a)

	1980	*1981*	*1982*	*1983*	*1984*	*1985*	*1986*	*1987*	*1988(b)*	*1989(c)*	*1990*	*1991*	*1992*
						SCHOOLS PRICE INDEX (RECURRENT) (d)							
March	272.8	302.3	344.3	100.7	106.1	109.8	117.3	122.0	128.2	r135.8	r144.0	r152.8	r158.7
June	275.1	310.1	355.6	100.9	108.7	112.3	117.2	123.9	129.7	r137.9	r145.9	r153.7	r159.0
September	285.0	316.7	367.8	101.1	109.6	113.1	119.2	124.4	131.4	r139.0	r148.6	r155.4	r159.4
December	291.1	321.1	373.0 100.0	105.0	109.7	115.3	120.6	125.2	134.0	r141.0	r151.1	r158.0	r159.7
						SCHOOLS PRICE INDEX (WAGES) (d)							
March	287.3	319.9	367.1	100.4	105.2	109.6	116.9	121.4	127.6	r135.4	r143.7	r153.2	r158.5
June	289.1	328.4	379.7	100.4	107.8	111.6	116.9	121.4	128.8	r137.6	r145.3	r153.8	r158.7
September	300.1	334.5	386.0	100.5	108.3	112.1	118.9	123.3	129.3	r137.6	r148.0	r155.2	r158.7
December	307.1	339.4	398.1 100.0	103.9	108.3	113.9	119.1	123.7	131.6	r139.4	r149.8	r158.0	r158.7
						BUILDING PRICE INDEX (e)							
March	160.9	178.2	202.9	220.9	233.0	244.0	263.9	281.2	302.5	324.9	347.9	362.3	r365.1
June	164.2	183.1	209.3	222.7	238.9	250.4	266.4	284.7	307.8	329.9	353.9	363.4	r364.7
September	171.2	187.5	216.1	223.8	240.1	253.0	272.7	288.2	313.5	336.7	358.6	365.7	r365.4
December	172.3	193.7	218.6	230.8	241.8	260.1	274.5	295.2	318.3	342.4	360.7	365.5	r366.1

r: revised

(a) Movements in the SPI (Recurrent) and SPI (Wages) Indices after 1988 reflect movements in the Schools Price Deflator maintained by the Australian Bureau of Statistics.

(b) SPI (Recurrent) and SPI (Wages) values for 1988 include the effect of second-tier wage increases; values after 1988 exclude the effect of second-tier wage increases. In 1988 the Government decided that grants to schools would not be adjusted for these increases, in accordance with the basic principle of the two-tier wage system that second-tier wage increases be granted on the basis of genuine productivity improvement. (c) SPI (Recurrent) and SPI (Wages) values from 1989 include the effect of the upward adjustment of the Indices for the 3% wage-equivalent superannuation decision. (d) Base is 1970–71=100 up to December quarter 1982; base is December quarter 1982 = 100. (e) Base is June 1975 = 100.

Source: Commonwealth Department of Employment, Education and Training

TABLE 23 (A). COMMONWEALTH PER CAPITA GRANTS TO GOVERNMENT AND NON-GOVERNMENT SCHOOLS, BY LEVEL OF EDUCATION AND COMMONWEALTH FUNDING CATEGORY, AUSTRALIA, SELECTED YEARS

($ estimated at December 1992 prices)

Level of education/ Funding category	*1986*	*1991*	*1992*
	GOVERNMENT		
Primary	224	270	282
Secondary	263	399	416
	NON-GOVERNMENT(a)		
Primary			
Commonwealth funding category			
1	387	387	387
2	515	515	515
3	539	635	641
4	780	780	780
5	800	892	898
6	817	981	992
7	834	1,076	1,088
8	1,086	1,182	1,184
9	1,096	1,241	1,249
10	1,110	1,303	1,313
11	1,121	1,366	1,377
12	1,132	1,428	1,441
Secondary			
Commonwealth funding category			
1	614	614	614
2	818	818	818
3	839	940	946
4	1,239	1,239	1,239
5	1,252	1,319	1,323
6	1,278	1,457	1,465
7	1,305	1,594	1,609
8	1,698	1,747	1,750
9	1,716	1,839	1,845
10	1,737	1,931	1,938
11	1,754	2,021	2,032
12	1,769	2,110	2,128

(a) Non-government schools are classified into 12 funding categories according to need. Special schools are funded at category 8 and Aboriginal community schools are eligible for funding up to category 12 according to need.

Source: Commonwealth Department of Employment, Education and Training

TABLE 23(B). STATE/TERRITORY PER CAPITA GRANTS TO NON-GOVERNMENT SCHOOLS, BY CATEGORY, 1992
($ per student)(a)

Cwlth funding category	*NSW(b)*	*Vic.(c)*	*Qld.*	*WA(d)*	*ACT(e)*
	PRIMARY				
1	306	270/323	387	540	194
2	398	376	515	540	—
3	459	484	641	540	321
4	489	519	780	562	—
5	520	521	898	562	—
6	550	542	992	582	496
7	581	545	1,088	582	—
8	612	564	1,184	608	592
9	642	592	1,249	608	—
10	673	596	1,313	628	657
11	703	600	1,377	628	—
12	796	602	1,441	644	—
	SECONDARY				
1	467	397/475	614	830	307
2	608	555	818	830	—
3	701	714	946	830	473
4	748	820	1,239	938	—
5	794	822	1,323	938	—
6	841	855	1,465	978	733
7	888	859	1,609	978	—
8	935	887	1,750	1,018	875
9	981	931	1,845	1,018	—
10	1,028	933	1,938	1,050	969
11	1,075	935	2,039	1,050	—
12	1,145	937	2,128	1,082	—

Rates for other states		
Tasmania		
	Primary	582
	Junior secondary	825
	Senior secondary	1,310
Northern Territory		
	Primary	790
	Secondary	1,736
South Australia (f)		
	Primary	306
	Secondary	434

(a) All amounts rounded to the nearest dollar. Rates are expressed in 1992 prices. Rates for some States may be subject to cost supplementation. (b) Calendar-year figures for NSW are calculated by adding two payments which are made each half-year for each category, each payment falling in a different financial year. NSW also has special school rates of $637 primary and $916 secondary. (c) Victoria splits Category 1 into 1A and 1B for schools with an Education Resources Index over 100. (d) Also pre-primary rates of $294 (Cat. 1–3), $304 (Cat. 4–5), $318 (Cat. 6–7), $330 (Cat.8–9), $340 (Cat.10–11), $352 (Cat. 12). (e) There has been a decrease in per capita funding for categories one and three in the ACT because cushioning was removed at the beginning of 1991–92. ACT also paid $426,337 in award restructuring. (f) SA also pays a needs component which comprises 56.6% of total grants available in 1992. Total amount of needs component is distributed amongst schools using 30% according to a number of needs of schools and 70% according to a number of needs of students.

Source: State and Territory Departments of Education

TABLE 24. NUMBER OF COMMONWEALTH-FUNDED NON-GOVERNMENT SCHOOLS AND STUDENTS (FTE) BY COMMONWEALTH FUNDING CATEGORY, AUSTRALIA, 1986 AND 1989–92

Category	*1986*		*1989*		*1990*		*1991*		*1992*	
	Schools	*Students*	*Schools*	*Students*	*Schools*	*Students*	*Schools*	*Students*	*Schools*	*Students*
1	36	35,456	35	35,996	52	49,405	52	48,738	53	48,004
2	41	31,184	39	30,869	39	30,723	38	30,304	38	29,777
3	99	51,546	97	54,545	109	62,078	108	61,725	109	60,830
4	30	9,157	26	8,819	26	9,068	27	9,389	26	9,216
5	23	3,061	27	4,581	43	6,797	44	6,984	44	7,082
6	66	11,443	100	19,577	106	20,959	110	22,677	121	24,804
7	20	5,725	34	10,486	34	10,931	33	11,235	33	11,486
8	193	28,458	166	27,782	155	28,167	141	28,664	133	29,238
9	104	48,071	99	45,614	101	46,855	99	47,098	93	43,101
10	1,562	483,139	1,605	506,942	1,599	510,906	1,593	517,142	1,594	525,997
11	155	45,786	170	57,027	171	58,724	170	59,752	165	60,515
12	33	7,155	34	7,060	35	7,228	36	7,482	37	7,443
Other (a)	95	32,870	49	24,503	3	1,529	2	1,383	3	1,636
Total(b)	**2,457**	**793,051**	**2,481**	**833,802**	**2,473**	**843,370**	**2,453**	**852,574**	**2,449**	**859,128**

(a) Schools which were placed in a funding category in 1985 entitled to a lower grant per student than they received in 1984. These schools have their grants maintained at the 1984 level in money terms until their funding category rate of grant reaches the 1984 level of grant; and 1 additional school which was placed in this category in 1991.

(b) Where figures have been rounded, discrepancies may occur between sums of the component items and totals.

Note: The table relates to those non-government schools which are funded by the Commonwealth and does not include those which operate without Commonwealth funding.

Source: Commonwealth Department of Employment, Education and Training

TABLE 25. NUMBER OF COMMONWEALTH-FUNDED NON-GOVERNMENT SCHOOLS BY COMMONWEALTH FUNDING CATEGORY, AFFILIATION, STATES AND TERRITORIES, 1992

Funding Category	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
1	19	27	1	4	1	—	—	1	53
2	12	14	2	2	7	1	—	—	38
3	41	31	12	9	8	6	—	2	109
4	8	3	3	—	10	2	—	—	26
5	25	7	6	3	1	2	—	—	44
6	45	28	23	2	15	5	1	2	121
7	10	2	6	7	4	3	1	—	33
8	44	31	29	14	11	—	1	3	133
9	17	16	12	32	9	7	—	—	93
10	593	512	272	109	28	36	15	29	1,594
11	13	4	16	—	131	1	—	—	165
12	8	3	13	—	11	—	2	—	37
Other(a)	—	3	—	—	—	—	—	—	3
Total	**835**	**681**	**395**	**182**	**236**	**63**	**20**	**37**	**2,449**
Affiliation					**SYSTEMIC**				
Catholic	535	480	226	88	125	29	9	25	1,517
Independent	30	13	12	27	17	2	—	—	101
Sub-total	**565**	**493**	**238**	**115**	**142**	**31**	**9**	**25**	**1,618**
					NON-SYSTEMIC				
Catholic	53	21	48	16	21	8	1	3	171
Independent	217	167	109	51	73	24	10	9	660
Sub-total	**270**	**188**	**157**	**67**	**94**	**32**	**11**	**12**	**831**

(a) Schools which were placed in 1985 in a funding category entitled to a lower grant per student than they received in 1984. These schools have their grants maintained each year at the 1984 level in money terms until their funding category rate of grant reaches the 1984 level of grant; and 1 additional school which was placed in this category in 1991.

Source: Commonwealth Department of Employment, Education and Training

TABLE 26. COMMONWEALTH-FUNDED PRIMARY STUDENTS AT NON-GOVERNMENT SCHOOLS BY COMMONWEALTH FUNDING CATEGORY, AFFILIATION, STATES AND TERRITORIES, 1992

(Number = FTE)(a)

Funding Category	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
1	4,667	7,362	70	1,196	30	—	—	430	13,755
2	3,183	3,157	721	638	1,645	313	—	—	9,657
3	6,950	5,730	1,772	1,919	1,578	880	—	561	19,390
4	1,061	177	626	—	450	599	—	—	2,913
5	1,553	1,065	310	131	334	131	—	—	3,524
6	3,710	2,683	3,314	426	1,246	153	75	56	11,663
7	1,659	377	778	679	426	147	28	—	4,093
8	2,493	2,199	4,596	2,644	900	—	335	661	13,828
9	2,699	1,995	1,875	5,512	1,662	1,153	—	—	14,897
10	124,440	102,771	56,333	21,993	3,939	7,343	2,701	8,676	328,196
11	24	20	809	—	29,531	204	—	—	30,588
12	844	240	247	—	450	—	152	—	1,933
Other(b)	—	595	—	—	—	—	—	—	595
Total	**153,283**	**128,371**	**71,450**	**35,139**	**42,191**	**10,924**	**3,291**	**10,384**	**455,032**
Affiliation					**SYSTEMIC**				
Catholic	117,369	100,280	49,901	19,568	29,308	6,390	2,271	7,670	332,759
Independent	1,820	676	858	4,187	1,967	131	—	—	9,639
Sub-total	**119,189**	**100,956**	**50,759**	**23,755**	**31,276**	**6,521**	**2,271**	**7,670**	**342,398**
					NON-SYSTEMIC				
Catholic	3,862	503	2,959	2,338	2,205	1,057	—	868	13,792
Independent	30,232	26,911	17,732	9,045	8,710	3,345	1,020	1,846	98,842
Sub-total	**34,094**	**27,415**	**20,690**	**11,383**	**10,916**	**4,402**	**1,020**	**2,714**	**112,634**

(a) Where figures have been rounded, discrepancies may occur between sums of the component items and totals.

(b) Enrolments at schools which were placed in 1985 in a funding category entitled to a lower grant per student than they received in 1984. These schools have their grants maintained each year at the 1984 level in money terms until their funding category rate of grant reaches the 1984 level of grant.

Source: Commonwealth Department of Employment, Education and Training

TABLE 27. COMMONWEALTH-FUNDED SECONDARY STUDENTS AT NON-GOVERNMENT SCHOOLS BY COMMONWEALTH FUNDING CATEGORY, AFFILIATION, STATES AND TERRITORIES, 1992

(Number = FTE)(a)

Funding category	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
1	11,140	19,789	24	2,358	10	—	—	928	34,249
2	6,509	6,547	873	1,342	4,215	634	—	—	20,120
3	11,797	12,586	7,002	3,550	4,221	1,374	—	910	41,440
4	1,845	870	2,233	—	218	1,137	—	—	6,303
5	1,148	943	719	574	104	70	—	—	3,558
6	4,192	2,124	5,268	132	458	104	—	862	13,140
7	3,006	—	3,022	267	1,059	38	—	—	7,392
8	3,773	2,261	4,526	2,314	1,988	—	209	338	15,409
9	8,634	6,956	5,320	3,012	1,938	2,346	—	—	28,205
10	74,593	68,443	25,007	12,191	5,281	3,337	1,608	7,341	197,800
11	8,710	1,255	6,066	—	13,504	393	—	—	29,928
12	583	130	4,206	—	176	—	415	—	5,510
Other(b)	—	1,041	—	—	—	—	—	—	1,041
Total	**135,929**	**122,945**	**64,266**	**25,741**	**33,172**	**9,433**	**2,232**	**10,379**	**404,096**
Affiliation					SYSTEMIC				
Catholic	62,896	62,723	12,920	6,716	11,609	195	483	4,031	161,574
Independent	1,185	566	330	146	1,926	70	—	—	4,224
Sub-total	**64,081**	**63,290**	**13,250**	**6,862**	**13,536**	**265**	**483**	**4,031**	**165,798**
					NON-SYSTEMIC				
Catholic	32,099	12,086	23,587	7,355	8,409	5,199	683	3,310	92,727
Independent	39,749	47,570	27,429	11,523	11,228	3,969	1,066	3,038	145,571
Sub-total	**71,848**	**59,655**	**51,016**	**18,878**	**19,637**	**9,168**	**1,749**	**6,348**	**238,298**

(a) Where figures have been rounded, discrepancies may occur between sums of the component items and totals.

(b) Enrolments at schools which were placed in 1985 in a funding category entitled to a lower grant per student than they received in 1984. These schools have their grants maintained each year at the 1984 level in money terms until their funding category rate of grant reaches the 1984 level of grant.

Source: Commonwealth Department of Employment, Education and Training

TABLE 28. TOTAL COMMONWEALTH-FUNDED STUDENTS AT NON-GOVERNMENT SCHOOLS BY COMMONWEALTH FUNDING CATEGORY, AFFILIATION, STATES AND TERRITORIES, 1992

(Number = FTE)(a)

Funding category	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
1	15,807	27,151	94	3,554	40	—	—	1,358	48,004
2	9,692	9,704	1,594	1,980	5,860	947	—	—	29,777
3	18,746	18,316	8,774	5,469	5,799	2,254	—	1,471	60,830
4	2,906	1,047	2,859	—	668	1,736	—	—	9,216
5	2,701	2,008	1,029	705	438	201	—	—	7,082
6	7,902	4,807	8,582	558	1,704	257	75	918	24,804
7	4,665	377	3,800	946	1,485	185	28	—	11,486
8	6,266	4,460	9,123	4,959	2,888	—	544	999	29,238
9	11,333	8,951	7,195	8,524	3,600	3,499	—	—	43,101
10	199,033	171,214	81,340	34,184	9,220	10,680	4,309	16,017	525,997
11	8,734	1,275	6,874	—	43,035	597	—	—	60,515
12	1,427	370	4,453	—	626	—	567	—	7,443
Other(b)	—	1,636	—	—	—	—	—	—	1,636
Total	**289,212**	**251,316**	**135,715**	**60,879**	**75,363**	**20,357**	**5,523**	**20,763**	**859,128**
Affiliation				SYSTEMIC					
Catholic	180,265	163,004	62,822	26,284	40,918	6,585	2,754	11,701	494,332
Independent	3,005	1,242	1,188	4,333	3,894	201	—	—	13,864
Sub-total	**183,270**	**164,246**	**64,010**	**30,618**	**44,811**	**6,786**	**2,754**	**11,701**	**508,196**
				NON-SYSTEMIC					
Catholic	35,961	12,589	26,545	9,694	10,614	6,256	683	4,178	106,520
Independent	69,980	74,481	45,161	20,568	19,938	7,314	2,086	4,884	244,413
Sub-total	**105,942**	**87,070**	**71,706**	**30,262**	**30,552**	**13,570**	**2,769**	**9,062**	**350,932**

(a) Where figures have been rounded, discrepancies may occur between sums of the component items and totals.

(b) Enrolments at schools which were placed in 1985 in a funding category entitled to a lower grant per student than they received in 1984. These schools have their grants maintained each year at the 1984 level in money terms until their funding category rate of grant reaches the 1984 level of grant.

Source: Commonwealth Department of Employment, Education and Training

TABLE 29. COMMONWEALTH GRANTS FOR SCHOOLS BY PROGRAM AND CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1992 ($'000)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					GOVERNMENT SCHOOLS				
General Recurrent	256,063	180,506	139,347	62,445	75,790	22,643	8,816	14,089	759,699
Award Restructuring	11,015	14,653	12,248	5,158	3,756	689	383	215	48,118
English as a Second Language—General	14,656	12,401	3,047	3,172	3,051	417	368	788	37,900
English as a Second Language—New Arrivals	21,876	11,448	3,522	2,240	2,936	309	395	531	43,258
Disadvantaged Schools	18,917	13,314	6,351	4,724	5,348	2,309	1,142	50	52,155
Special Education	8,568	6,280	4,572	2,152	2,530	785	331	499	25,716
Capital (General Element)	67,449	47,842	35,509	16,778	19,541	5,931	2,383	3,680	199,113
Capital (Secondary Support)	4,165	3,056	1,900	902	984	368	103	—	11,478
Students at Risk	2,068	1,254	730	176	451	221	100	70	5,070
Total(a)	**404,777**	**290,753**	**207,227**	**97,747**	**114,387**	**33,671**	**14,022**	**19,922**	**1,182,506**
					NON-GOVERNMENT SCHOOLS				
General Recurrent(b)	411,282	342,371	201,123	82,994	109,342	28,162	8,679	30,295	1,214,249
Award Restructuring	16,891	16,798	11,802	4,019	3,672	1,025	290	1,213	55,711
English as a Second Language—General	4,921	5,183	1,009	888	1,024	118	143	307	13,592
English as a Second Language—New Arrivals	2,094	1,769	479	170	440	44	—	10	5,006
Disadvantaged Schools	3,142	3,452	704	398	599	118	75	17	8,505
Special Education	7,531	7,240	3,124	1,555	1,959	482	157	440	22,488
Capital (General Element)	29,612	25,712	12,954	5,632	7,120	1,889	585	2,099	85,604
Capital (Secondary Support)	4,012	3,638	1,869	759	923	246	31	—	11,478
Total(a)	**479,484**	**406,163**	**233,064**	**96,415**	**125,079**	**32,085**	**9,960**	**34,382**	**1,416,633**

TABLE 29. COMMONWEALTH GRANTS FOR SCHOOLS BY PROGRAM AND CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1992 — continued

($'000)

Program	*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					JOINT PROGRAMS				
Country Areas	4,488	2,724	4,066	1,605	2,962	713	997	—	17,555
Special Education—Intervention	5,019	4,156	3,120	1,303	1,465	485	196	264	16,008
Education Centres	553	584	404	274	273	151	81	—	2,319
Projects of National Significance	358	654	—	125	300	—	—	681	2,118
Community Languages	3,348	4,619	760	478	406	23	29	161	9,824
Priority Languages Incentive	1,795	1,404	834	536	436	216	27	196	5,445
Literacy and Learning—General	2,062	1,570	657	481	555	227	114	—	5,666
Literacy and Learning—National	—	1,024	—	—	—	—	—	—	1,024
Rural Hostels	—	—	985	—	247	—	—	—	1,232
Total(a)	**17,623**	**16,734**	**10,827**	**4,801**	**6,643**	**1,815**	**1,445**	**1,302**	**61,191**
					ALL PROGRAMS				
Total(a)	**901,884**	**713,651**	**451,118**	**198,963**	**246,109**	**67,571**	**25,427**	**55,606**	**2,660,330**

(a) Where figures have been rounded, discrepancies may occur between the sums of the component items and totals.
(b) Includes short-term emergency assistance grants.

Note: Excludes all payments in respect of the 1992 program year paid after 30 June 1993.

Source: Commonwealth Department of Employment, Education and Training

TABLE 30. COMMONWEALTH GRANTS FOR SCHOOLS, BY PROGRAM AND CATEGORY OF SCHOOL, AUSTRALIA, SELECTED YEARS

($'000 final 1992 prices)

Program	*1981*	*1986*	*1991*	*1992(a)*
		GOVERNMENT		
General Recurrent	454,093	523,505	719,118	759,699
Award Restructuring	—	—	46,090	48,118
English as a Second Language	67,065	—	—	—
–General	—	58,856	37,900	37,900
–New Arrivals	—	12,845	41,104	43,258
Disadvantaged Schools	44,681	43,267	52,155	52,155
Special Education	30,976	27,995	25,804	25,716
Primary Basic Learning	—	7,994	—	—
Participation and Equity	—	29,461	—	—
Computer Education	—	7,565	—	—
Early Special Education	—	2,403	—	—
Capital	249,142	235,307	222,017	210,591
Students at Risk	—	—	4,518	5,070
Total	845,957	949,198	1,148,704	1,182,506
		NON-GOVERNMENT		
General Recurrent	639,101	989,264	1,197,761	1,214,249
Award Restructuring	—	—	43,380	55,711
English as a Second Language	24,219	—	—	—
–General	—	24,609	13,596	13,592
–New Arrivals	—	2,166	5,742	5,006
Disadvantaged Schools	6,923	8,404	8,506	8,505
Special Education–General	8,286	23,813	26,515	22,591
Primary Basic Learning	—	2,111	—	—
Participation and Equity	—	3,435	—	—
Computer Education	—	1,891	—	—
Early Special Education	—	615	—	—
Capital	86,837	84,404	82,478	96,979
Total	765,366	1,140,711	1,377,978	1,416,633

TABLE 30. COMMONWEALTH GRANTS FOR SCHOOLS, BY PROGRAM AND CATEGORY OF SCHOOL, AUSTRALIA, SELECTED YEARS — continued
($'000 final 1992 prices)

Program	*1981*	*1986*	*1991*	*1992(a)*
	JOINT PROGRAMS			
Country Areas	12,077	14,130	14,130	17,555
Special Education				
–Intervention	—	—	14,325	16,008
–Early Special Education	—	2,564	—	—
–Residential Institutions	3,300	3,299	—	—
–Severely Handicapped	4,308	5,385	—	—
Education Centres	3,449	3,448	2,319	2,319
Ethnic Schools	4,188	9,777	7,099	—
Projects of National Significance	7,565	2,619	2,179	2,118
School language and literacy	—	—	5,620	21,958
Rural Hostels	—	—	2,810	1,232
Multicultural Education	7,027	6,874	—	—
Professional Development	27,131	16,280	—	—
Participation and Equity	—	1,225	—	—
Total	69,044	65,601	48,483	61,191
	ALL PROGRAMS			
Total	**1,680,367**	**2,155,510**	**2,575,165**	**2,660,330**

(a) Excludes all payments in respect of the 1992 program year paid after 30 June 1993. The amounts shown in the table are actual expenditure and could be less than the amount legislated.

Source: Commonwealth Department of Employment, Education and Training

TABLE 31(A). NUMBER OF SCHOOLS ELIGIBLE FOR ASSISTANCE UNDER THE COUNTRY AREAS PROGRAM BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Level of education			
State/Category of school	*Primary*	*Secondary*	*Combined*	*Total*
New South Wales				
Government	170	22	33	225
Catholic	35	—	3	38
Independent	1	—	1	2
Total	206	22	37	265
Victoria				
Government	200	37	11	248
Catholic	31	4	—	35
Independent	3	—	—	3
Total	234	41	11	286
Queensland				
Government	173	19	41	233
Catholic	22	1	2	25
Independent	2	1	—	3
Total	197	21	43	261
South Australia				
Government	53	2	43	98
Catholic	3	—	—	3
Independent	2	—	—	2
Total	58	2	43	103
Western Australia				
Government	103	3	56	162
Catholic	9	2	4	15
Independent	1	—	2	3
Total	113	5	62	180
Tasmania				
Government	26	1	14	41
Catholic	3	—	—	3
Independent	—	—	—	—
Total	29	1	14	44
Northern Territory				
Government	54	1	28	83
Catholic	—	—	—	—
Independent	—	—	—	—
Total	54	1	28	83
Australia				
Government	779	85	226	1,090
Catholic	103	7	9	119
Independent	9	1	3	13
Total	**891**	**93**	**238**	**1,222**

Note: There are no schools in the ACT receiving CAP funding.

Source: Commonwealth Department of Employment, Education and Training

TABLE 31(B). NUMBER OF STUDENTS ENROLLED IN SCHOOLS ASSISTED UNDER THE COUNTRY AREAS PROGRAM BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Primary			*Secondary*			*Total*		
State/Category of school	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
New South Wales									
Government	9,415	8,944	18,359	5,061	5,164	10,225	14,476	14,108	28,584
Catholic	1,895	1,807	3,702	80	91	171	1,975	1,898	3,873
Independent	25	21	46	3	2	5	28	23	51
Total	11,335	10,772	22,107	5,144	5,257	10,401	16,479	16,029	32,508
Victoria									
Government	7,729	7,180	14,909	5,875	5,870	11,745	13,603	13,049	26,652
Catholic	1,511	1,423	2,934	357	381	738	1,868	1,804	3,672
Independent	69	61	130	—	—	—	69	61	130
Total	9,309	8,664	17,973	6,232	6,251	12,483	15,541	14,915	30,456
Queensland									
Government	11,664	10,970	22,634	5,174	5,218	10,392	16,838	16,188	33,026
Catholic	1,699	1,662	3,361	75	305	325	1,774	1,967	3,741
Independent	56	45	101	18	21	39	74	66	140
Total	13,419	12,677	26,096	5,267	5,544	10,756	18,686	18,221	36,907
South Australia									
Government	5,003	4,602	9,605	2,269	2,365	4,634	7,272	6,967	14,239
Catholic	125	115	240	—	—	—	125	115	240
Independent	109	103	212	—	—	—	109	103	212
Total	5,237	4,820	10,057	2,269	2,365	4,634	7,506	7,185	14,691
Western Australia									
Government	6,074	5,825	11,899	1,493	1,459	2,952	7,567	7,284	14,851
Catholic	629	604	1,233	201	127	328	830	731	1,561
Independent	81	93	174	23	21	44	104	114	218
Total	6,784	6,522	13,306	1,717	1,607	3,324	8,501	8,129	16,630
Tasmania									
Government	1,873	1,656	3,529	811	753	1,564	2,684	2,409	5,093
Catholic	150	128	278	—	—	—	150	128	278
Independent	—	—	—	—	—	—	—	—	—
Total	2,023	1,784	3,807	811	753	1,564	2,834	2,537	5,371
Northern Territory									
Government	3,460	3,379	6,839	1,015	883	1,898	4,475	4,262	8,737
Catholic	—	—	—	—	—	—	—	—	—
Independent	—	—	—	—	—	—	—	—	—
Total	3,460	3,379	6,839	1,015	883	1,898	4,475	4,262	8,737
Australia									
Government	45,218	42,556	87,774	21,470	21,493	42,963	66,915	64,267	131,182
Catholic	6,009	5,739	11,748	918	1,091	2,009	6,722	6,643	13,365
Independent	340	323	663	44	44	88	384	367	751
Total	**51,567**	**48,618**	**100,185**	**22,432**	**22,628**	**45,060**	**74,021**	**71,277**	**145,298**

Note: There are no schools in the ACT receiving CAP funding.

Source: Commonwealth Department of Employment, Education and Training and State and Territory Education Departments

TABLE 32 (A). NUMBER OF SCHOOLS ELIGIBLE FOR ASSISTANCE UNDER THE DISADVANTAGED SCHOOLS PROGRAM BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Level of education			
State/Category of school	*Primary*	*Secondary*	*Combined*	*Total*
New South Wales				
Government	400	68	15	483
Catholic	110	8	4	122
Independent	16	1	3	20
Total	526	77	22	625
Victoria				
Government	314	84	10	408
Catholic	93	13	1	107
Independent	3	2	1	6
Total	410	99	12	521
Queensland				
Government	293	19	—	312
Catholic	39	—	1	40
Independent	3	—	2	5
Total	335	19	3	357
South Australia				
Government	136	17	24	177
Catholic	14	1	—	15
Independent	2	—	—	2
Total	152	18	24	194
Western Australia				
Government	110	19	7	136
Catholic	22	3	8	33
Independent	2	—	5	7
Total	134	22	20	176
Tasmania				
Government	79	27	—	106
Catholic	4	—	1	5
Independent	—	—	—	—
Total	83	27	1	111
Northern Territory				
Government	24	4	6	34
Catholic	1	—	1	2
Independent	—	1	—	1
Total	25	5	7	37
Australian Capital Territory				
Government	2	—	—	2
Catholic	1	—	—	1
Independent	—	—	—	—
Total	3	—	—	3
Australia				
Government	1,358	238	62	1,658
Catholic	284	25	16	325
Independent	26	4	11	41
Total	**1,668**	**267**	**89**	**2,024**

Note: Government primary includes 9 special schools in NSW, 16 in Vic., 6 in Qld, 7 in SA, 12 in Tas. and 4 in NT.

Source: Commonwealth Department of Employment, Education and Training

TABLE 32 (B). NUMBER OF STUDENTS ENROLLED IN SCHOOLS ASSISTED UNDER THE DISADVANTAGED SCHOOLS PROGRAM BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

State/Category of school	*Primary*			*Secondary*			*Total*		
	Males	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
New South Wales									
Government	51,889	49,167	101,056	27,505	25,535	53,040	79,394	74,702	154,096
Catholic	10,071	10,051	20,122	2,766	2,217	4,983	12,837	12,268	25,105
Independent	748	682	1,430	88	92	180	836	774	1,610
Total	62,708	59,900	122,608	30,359	27,844	58,203	93,067	87,744	180,811
Victoria									
Government	30,157	28,792	58,949	23,328	22,020	45,348	53,485	50,812	104,297
Catholic	10,729	10,289	21,018	2,775	3,596	6,371	13,505	13,886	27,391
Independent	341	320	661	295	267	562	636	587	1,223
Total	41,227	39,401	80,628	26,398	25,883	52,281	67,625	65,284	132,909
Queensland									
Government	20,365	19,037	39,402	6,650	6,581	13,231	27,015	25,618	52,633
Catholic	2,910	2,848	5,758	—	—	—	2,910	2,848	5,758
Independent	155	153	308	63	66	129	218	218	436
Total	23,430	22,038	45,468	6,713	6,647	13,360	30,143	28,685	58,828
South Australia									
Government	15,613	14,548	30,161	4,633	4,418	9,051	20,246	18,966	39,212
Catholic	1,229	1,264	2,493	187	216	403	1,416	1,480	2,896
Independent	172	151	323	—	—	—	172	151	323
Total	17,014	15,963	32,977	4,820	4,634	9,454	21,834	20,597	42,431
Western Australia									
Government	14,139	13,242	27,381	6,535	6,278	12,813	20,674	19,520	40,194
Catholic	1,453	1,414	2,867	475	542	1,017	1,928	1,956	3,884
Independent	256	247	503	83	85	168	339	332	671
Total	15,848	14,903	30,751	7,093	6,905	13,998	22,941	21,808	44,749
Tasmania									
Government	7,180	6,709	13,889	2,748	2,499	5,247	9,928	9,208	19,136
Catholic	476	430	906	32	36	68	508	466	974
Independent	—	—	—	—	—	—	—	—	—
Total	7,656	7,139	14,795	2,780	2,535	5,315	10,436	9,674	20,110
Northern Territory									
Government	2,351	2,258	4,609	877	842	1,719	3,228	3,100	6,328
Catholic	169	179	348	101	95	196	270	274	544
Independent	—	—	—	228	219	447	228	219	447
Total	2,520	2,437	4,957	1,206	1,156	2,362	3,726	3,593	7,319
ACT									
Government	351	328	679	—	—	—	351	328	679
Catholic	247	249	496	—	—	—	247	249	496
Independent	—	—	—	—	—	—	—	—	—
Total	598	577	1,175	—	—	—	598	577	1,175
Australia									
Government	142,045	134,081	276,126	72,276	68,173	140,449	214,321	202,254	416,575
Catholic	27,284	26,724	54,008	6,336	6,702	13,038	33,621	33,427	67,048
Independent	1,672	1,553	3,225	757	729	1,486	2,429	2,281	4,710
Total	**171,001**	**162,358**	**333,359**	**79,369**	**75,604**	**154,973**	**250,371**	**237,962**	**488,333**

Sources: Commonwealth Department of Employment, Education and Training and State and Territory Education Departments

TABLE 33. STUDENTS AND SCHOOLS ASSISTED BY THE ENGLISH AS A SECOND LANGUAGE PROGRAM (NEW ARRIVALS AND GENERAL SUPPORT ELEMENTS) BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Students							
State/ Category of school	*Primary*	*Secondary*	*Males*	*Females*	*New Arrivals*	*General Support*	*Total students*	*Total schools*
New South Wales								
Government	57,167	24,691	43,364	38,494	8,359	73,499	81,858	644
Catholic	14,072	4,465	9,288	9,249	769	17,768	18,537	338
Independent	1,316	696	1,178	834	33	1,979	2,012	38
Total	72,555	29,852	53,830	48,577	9,161	93,246	102,407	1,020
Victoria								
Government	28,432	12,107	22,118	18,421	4,378	36,161	40,539	544
Catholic	26,264	15,523	20,733	21,054	572	41,215	41,787	368
Independent	1,624	1,440	1,838	1,226	101	2,963	3,064	35
Total	56,320	29,070	44,689	40,701	5,051	80,339	85,390	947
Queensland								
Government	4,664	2,896	3,940	3,620	1,346	6,214	7,560	536
Catholic	4,613	3,520	4,125	4,008	175	7,958	8,133	337
Independent	89	309	207	191	8	390	398	16
Total	9,366	6,725	8,272	7,819	1,529	14,562	16,091	889
South Australia								
Government	22,751	10,586	16,691	16,646	856	32,481	33,337	291
Catholic	1,381	545	785	1,141	65	1,861	1,926	44
Independent	114	81	93	102	—	195	195	9
Total	24,246	11,212	17,569	17,889	921	34,537	35,458	344
Western Australia								
Government	1,791	1,661	1,850	1,602	1,122	2,330	3,452	162
Catholic	480	495	470	505	133	842	975	25
Independent	389	156	278	267	37	508	545	11
Total	2,660	2,312	2,598	2,374	1,292	3,680	4,972	198
Tasmania								
Government	199	135	180	154	118	216	334	28
Catholic	175	56	138	93	14	217	231	21
Independent	9	3	5	7	2	10	12	3
Total	383	194	323	254	134	443	577	52
Northern Territory								
Government	1,872	810	*	*	151	2,531	2,682	34
Catholic	184	66	135	115	—	250	250	10
Independent	182	258	237	203	—	440	440	2
Total	2,238	1,134	*	*	151	3,221	3,372	46
ACT								
Government	1,364	813	1,200	977	203	1,974	2,177	85
Catholic	440	418	525	333	4	854	858	24
Independent	—	—	—	—	—	—	—	—
Total	1,804	1,231	1,725	1,310	207	2,828	3,035	109
Australia								
Government	118,240	53,699	(a)89,343	(a)79,914	16,533	155,406	171,939	2,324
Catholic	47,609	25,088	36,199	36,498	1,732	70,965	72,697	1,167
Independent	3,723	2,943	3,836	2,830	181	6,485	6,666	114
Total	**169,572**	**81,730**	**(a)129,378**	**(a)119,242**	**18,446**	**232,856**	**251,302**	**3,605**

* not available

(a) Totals do not include Northern Territory government students (total of 2,682).

Sources: Commonwealth Department of Employment, Education and Training and State and Territory Education Departments

TABLE 34. NUMBER OF GOVERNMENT SCHOOLS (a) ASSISTED BY THE STUDENTS AT RISK PROGRAM BY LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

	Level of education			
State	*Primary*	*Secondary*	*Combined*	*Total*
New South Wales	—	51	10	61
Victoria(b)	223	90	10	323
Queensland	5	41	7	53
South Australia	—	12	1	13
Western Australia	5	19	2	26
Tasmania	—	17	1	18
Northern Territory	—	2	—	2
Total	**233**	**232**	**31**	**496**

(a) Non-government schools and schools in the ACT were not included in the Students at Risk Program. (b) Victoria included primary, secondary and technical schools in a district curriculum initiative.

Source: Commonwealth Department of Employment, Education and Training

TABLE 35. NUMBER OF SCHOOLS ASSISTED BY THE LITERACY AND LEARNING PROGRAM BY CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

State/Category of school	*Level of education*			
	Primary	*Secondary*	*Combined*	*Total*
New South Wales				
Government	1	125	24	150
Catholic	—	19	4	23
Independent	—	2	3	5
Total	1	146	31	178
Victoria				
Government	—	70	4	74
Catholic	—	19	—	19
Independent	—	—	—	—
Total	—	89	4	93
Queensland				
Government	1	39	24	64
Catholic	—	14	9	23
Independent	—	—	1	1
Total	1	53	34	88
South Australia				
Government	9	25	18	52
Catholic	—	2	3	5
Independent	—	—	1	1
Total	9	27	22	58
Western Australia				
Government	24	20	—	44
Catholic	2	1	—	3
Independent	—	—	—	—
Total	26	21	—	4
Tasmania				
Government	—	32	—	32
Catholic	—	—	2	2
Independent	—	—	—	—
Total	—	32	2	34
Northern Territory				
Government	—	3	—	3
Catholic	—	1	—	1
Independent	—	—	—	—
Total	—	4	—	4
Australia				
Government	35	314	70	419
Catholic	2	56	18	76
Independent	—	2	5	7
Total	**37**	**372**	**93**	**502**

Source: Commonwealth Department of Employment, Education and Training

TABLE 36. FTE(a) OF SCHOOL STAFF(b) BY AREA OF ACTIVITY, SEX, CATEGORY OF SCHOOL AND MAJOR FUNCTION, AUSTRALIA, 1992

	Primary			*Secondary*			*Total*		
Major Function	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*	*Males*	*Females*	*Persons*
				GOVERNMENT					
Teaching	20,249	54,862	75,111	36,631	36,103	72,734	56,880	90,965	147,845
Special support	615	1,308	1,923	795	1,077	1,873	1,411	2,385	3,796
Administrative & clerical (including teacher aides)	410	13,388	13,798	903	10,891	11,793	1,313	24,279	25,591
Building operations, general maintenance & other	2,091	206	2,297	1,520	199	1,719	3,611	406	4,016
Total	**23,365**	**69,764**	**93,129**	**39,849**	**48,270**	**88,119**	**63,215**	**118,034**	**181,248**
				NON-GOVERNMENT					
Teaching	5,054	17,791	22,845	14,769	16,606	31,376	19,824	34,397	54,221
Special support	45	194	238	201	372	573	245	566	811
Administrative & clerical (including teacher aides)	248	3,823	4,071	948	5,332	6,280	1,196	9,155	10,352
Building operations, general maintenance & other	642	204	846	1,762	416	2,178	2,404	620	3,024
Total	**5,989**	**22,011**	**28,000**	**17,680**	**22,726**	**40,407**	**23,669**	**44,738**	**68,407**
				ALL SCHOOLS					
Teaching	25,303	72,652	97,955	51,401	52,710	104,110	76,704	125,362	202,066
Special support	660	1,501	2,161	996	1,449	2,445	1,656	2,951	4,607
Administrative & clerical (including teacher aides)	658	17,211	17,869	1,851	16,223	18,074	2,509	33,434	35,943
Building operations, general maintenance & other	2,733	410	3,143	3,282	615	3,897	6,015	1,025	7,040
Total 1992	**29,354**	**91,775**	**121,129**	**57,529**	**70,997**	**128,526**	**86,884**	**162,771**	**249,655**
1991	**29,360**	**90,128**	**119,488**	**56,991**	**69,880**	**126,871**	**86,351**	**160,008**	**246,359**
1990	**29,343**	**87,393**	**116,737**	**57,576**	**70,106**	**127,681**	**86,919**	**157,499**	**244,418**

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: ABS Cat. 4221.0, *Schools, Australia*, 1992

TABLE 37. FTE(a) OF SCHOOL STAFF (TEACHING AND NON-TEACHING)(b)(c), BY CATEGORY OF SCHOOL AND LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992

		NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*	*Males*	*Females*
							GOVERNMENT					
Teaching	Primary	22,402	19,178	13,919	7,265	7,803	2,063	1,261	1,221	75,111	20,249	54,862
	Secondary	23,540	21,372	11,463	5,788	6,200	2,164	688	1,520	72,734	36,631	36,103
	Total	45,942	40,550	25,382	13,053	14,003	4,227	1,948	2,741	147,845	56,880	90,965
Non-teaching	Primary	5,046	2,821	4,664	2,056	2,118	651	317	347	18,018	3,116	14,902
	Secondary	5,130	3,077	2,919	1,432	1,739	532	218	337	15,385	3,218	12,167
	Total	10,175	5,898	7,583	3,488	3,857	1,183	535	684	33,403	6,334	27,069
Total government		**56,117**	**46,447**	**32,965**	**16,541**	**17,859**	**5,410**	**2,483**	**3,425**	**181,248**	**63,215**	**118,034**
							NON-GOVERNMENT					
Teaching	Primary	7,656	6,572	3,454	1,825	2,058	563	234	482	22,845	5,054	17,791
	Secondary	10,771	9,620	4,702	1,988	2,595	742	192	765	31,376	14,769	16,606
	Total	18,427	16,192	8,157	3,813	4,653	1,305	427	1,248	54,221	19,824	34,397
Non-teaching	Primary	1,386	1,271	974	456	746	137	116	69	5,155	935	4,221
	Secondary	2,678	2,964	1,439	628	818	182	79	244	9,031	2,911	6,120
	Total	4,064	4,235	2,412	1,084	1,564	319	195	313	14,186	3,846	10,341
Total non-government		**22,492**	**20,427**	**10,569**	**4,897**	**6,217**	**1,624**	**622**	**1,561**	**68,407**	**23,669**	**44,738**

TABLE 37. FTE(a) OF SCHOOL STAFF (TEACHING AND NON-TEACHING)(b)(c), BY CATEGORY OF SCHOOL AND LEVEL OF EDUCATION, STATES AND TERRITORIES, 1992 — continued

			NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*	*Males*	*Females*
			ALL SCHOOLS										
Teaching	Primary		30,058	25,750	17,374	9,090	9,861	2,626	1,495	1,703	97,955	25,303	72,652
	Secondary		34,311	30,992	16,165	7,776	8,795	2,906	880	2,285	104,110	51,401	52,710
	Total		64,369	56,741	33,539	16,865	18,656	5,532	2,375	3,988	202,066	76,704	125,362
Non-teaching	Primary		6,431	4,092	5,638	2,512	2,864	788	433	416	23,174	4,051	19,123
	Secondary		7,808	6,041	4,358	2,061	2,557	714	297	581	24,416	6,129	18,287
	Total		14,240	10,133	9,995	4,572	5,421	1,502	730	997	47,589	10,180	37,410
Total all schools		**1992**	**78,609**	**66,874**	**43,534**	**21,438**	**24,076**	**7,034**	**3,105**	**4,985**	**249,655**	**86,884**	**162,771**
		1991	**77,582**	**66,371**	**42,852**	**21,246**	**23,474**	**6,796**	**3,129**	**4,909**	**246,359**	**86,351**	**160,008**
		1990	**76,796**	**67,200**	**40,310**	**21,857**	**23,062**	**7,228**	**3,089**	**4,877**	**244,418**	**86,919**	**157,499**

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of component items and totals. (b) As from 1990, staff employed in special schools have been allocated to either primary or secondary education on a pro-rata basis. (c) Teaching staff are staff who spend the majority of their time in contact with students and have teaching duties, that is, are engaged to impart the school curriculum or are engaged in the provision of services for the direct benefit of students. Non-teaching staff include specialist support staff (e.g. counsellors); teacher aides and assistants; administrative and clerical staff; and building operations, general maintenance and other services staff.

Source: AEC National Schools Statistics Collection, 1992, 1991, 1990

TABLE 38(A). STUDENT–TEACHING STAFF (FTE) RATIOS(a)(b) BY LEVEL OF EDUCATION, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, 1992

Level of education		*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
		GOVERNMENT								
Primary		19.9	15.8	18.4	17.1	18.3	18.4	15.0	18.5	18.0
Secondary		13.2	10.8	12.7	10.9	12.6	12.8	11.5	12.2	12.1
Total		16.5	13.2	15.8	14.4	15.8	15.5	13.8	15.0	15.1
		CATHOLIC								
Primary		21.2	21.2	20.9	20.3	20.0	20.9	19.2	22.6	21.0
Secondary		13.8	14.3	14.2	13.8	13.9	13.9	12.7	14.0	14.0
Total		17.2	17.6	17.5	17.1	16.9	17.2	16.6	17.6	17.3
		INDEPENDENT								
Primary		17.2	15.3	18.8	17.7	15.7	17.3	17.3	17.9	16.8
Secondary		11.2	11.5	13.6	12.5	12.3	11.7	12.1	12.7	11.9
Total		13.2	12.6	15.2	14.8	13.5	13.8	14.4	14.3	13.5
		TOTAL NON-GOVERNMENT								
Primary		20.2	19.6	20.3	19.2	18.6	19.6	18.7	21.6	19.8
Secondary		12.9	13.0	14.0	13.1	13.2	12.9	12.5	13.6	13.1
Total		15.9	15.7	16.7	16.1	15.6	15.8	15.9	16.7	16.0
		ALL SCHOOLS								
Primary		20.0	16.8	18.8	17.5	18.4	18.6	15.6	19.3	18.4
Secondary		13.1	11.5	13.1	11.5	12.8	12.8	11.7	12.7	12.4
Total	**1992**	**16.3**	**13.9**	**16.0**	**14.8**	**15.7**	**15.6**	**14.1**	**15.5**	**15.3**
	1991	**16.3**	**14.1**	**16.0**	**14.7**	**15.9**	**15.8**	**14.0**	**15.7**	**15.4**
	1990	**16.3**	**13.9**	**16.2**	**14.0**	**15.8**	**14.7**	**13.6**	**15.6**	**15.3**

(a) Student–teacher ratio calculated by dividing the number of full-time students by the FTE of total teaching staff.

(b) Teaching staff includes principals, deputy principals, librarians and senior teachers mainly involved in administrative duties along with some guidance, counselling and careers advisers.

Note: These ratios are not a measure of class size.

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications.

TABLE 38(B). STUDENT–TOTAL SCHOOL STAFF (FTE) RATIOS(a) BY LEVEL OF EDUCATION, CATEGORY OF SCHOOL (AND NON-GOVERNMENT AFFILIATION), STATES AND TERRITORIES, 1992

Level of education		*NSW*	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Australia*
					GOVERNMENT					
Primary		16.2	13.8	13.8	13.3	14.4	14.0	12.0	14.4	14.5
Secondary		10.9	9.4	10.1	8.8	9.8	10.3	8.7	10.0	10.0
Total		13.5	11.5	12.2	11.3	12.4	12.1	10.8	12.0	12.3
					CATHOLIC					
Primary		18.7	18.6	17.0	16.6	14.8	17.2	12.5	20.0	17.8
Secondary		11.3	11.3	11.1	10.7	10.9	11.5	8.9	10.9	11.2
Total		14.5	14.6	13.9	13.7	12.8	14.2	11.2	14.4	14.2
					INDEPENDENT					
Primary		13.0	11.4	13.4	13.8	11.4	13.3	12.3	15.0	12.6
Secondary		8.6	8.4	10.2	9.2	9.0	9.1	8.8	9.1	8.9
Total		10.1	9.3	11.2	11.2	9.8	10.7	10.3	10.7	10.1
					TOTAL NON-GOVERNMENT					
Primary		17.1	16.4	15.9	15.4	13.7	15.8	12.5	18.9	16.2
Secondary		10.3	9.9	10.7	10.0	10.0	10.3	8.8	10.3	10.2
Total		13.0	12.4	12.9	12.5	11.7	12.7	10.9	13.3	12.6
					ALL SCHOOLS					
Primary		16.5	14.5	14.2	13.7	14.2	14.3	12.1	15.5	14.9
Secondary		10.7	9.6	10.3	9.1	9.9	10.3	8.8	10.1	10.1
Total	**1992**	**13.4**	**11.8**	**12.3**	**11.6**	**12.2**	**12.3**	**10.8**	**12.4**	**12.4**
	1991	**13.4**	**11.9**	**12.4**	**11.6**	**12.3**	**12.6**	**10.7**	**12.6**	**12.5**
	1990	**13.4**	**11.7**	**12.9**	**11.1**	**12.4**	**11.7**	**10.5**	**12.5**	**12.4**

(a) Student–teacher ratio calculated by dividing the number of full-time students by the FTE of total school staff.

Sources: ABS Cat. No. 4221.0, *Schools, Australia*, 1992 and earlier related publications; AEC *National Schools Statistics Collection*, 1992

TABLE 39. FTE(a) OF EXECUTIVE STAFF AND STAFF NOT GENERALLY ACTIVE IN SCHOOLS, BY CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1992

	NSW	*Vic.*	*Qld*	*SA*	*WA*	*Tas.*	*NT*	*ACT*	*Aust.*	*Males*	*Females*
					GOVERNMENT						
Executive (b)	194	86	134	70	66	31	26	9	616	468	148
Specialist support	185	179	409	129	160	97	103	61	1,322	549	774
Administrative and clerical	1,435	1,325	1,433	596	542	229	279	141	5,979	2,466	3,514
Bldg. op. & maintenance	27	4	14	22	46	10	4	5	132	107	26
Total	**1,841**	**1,593**	**1,990**	**817**	**813**	**367**	**412**	**216**	**8,049**	**3,588**	**4,461**

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of the component items and totals.
(b) Includes Directors-General and their deputies and Inspectors/Superintendents. Excludes principals and their deputies.
Note: The non-government sector has not been included in this table as comparable data was not available.

Source: AEC *National Schools Statistics Collection*, 1992

TABLE 40. NUMBER OF ENROLMENTS IN TEACHER EDUCATION COURSES, BY LEVEL OF COURSE AND AREA OF SPECIALISATION, AUSTRALIA, 1992

Area of specialisation	*Higher degree(a)*	*Other Post-graduate(b)*	*Bachelor(c)*	*Other(d)*	*Total*
	INITIAL TEACHER EDUCATION(e)				
General	—	1,080	1,660	212	2,952
Early childhood	—	30	2,904	1,552	4,486
Primary	—	172	13,103	4,705	17,980
Secondary	—	2,391	12,637	219	15,247
Special	6	86	50	115	257
Other(g)	—	313	1,736	1,026	3,075
Total	6	4,072	32,090	7,829	43,997
	POST-INITIAL TEACHER EDUCATION(f)				
General	2,497	3,973	3,377	52	9,899
Early childhood	64	312	268	—	644
Primary	8	658	5,819	152	6,637
Secondary	14	857	388	—	1,259
Special	252	1,345	63	—	1,660
Other(g)	742	2,601	475	70	3,888
Total	3,577	9,746	10,390	274	23,987
Total enrolments	**3,583**	**13,818**	**42,480**	**8,103**	**67,984**

(a) 'Higher degree' includes higher doctorate, PhD and Masters. (b) 'Other post-graduate' includes post-graduate diploma, Bachelor's post-graduate, certificate (post-graduate) and post-graduate qualifying or preliminary. (c) 'Bachelor' includes Bachelor's honours and Bachelor's pass. (d) 'Other' includes diploma, certificate, associate diploma and other award. (e) Initial teacher education graduates are people not previously qualified as teachers. (f) Post-initial teacher education graduates are people already holding teaching qualifications and gaining further qualifications. (g) 'Other' includes TAFE.

Source: Commonwealth Department of Employment, Education and Training

TABLE 41. NUMBER OF PERSONS GRADUATING IN TEACHER EDUCATION COURSES BY LEVEL OF COURSE AND AREA OF SPECIALISATION, AUSTRALIA, 1991

Area of specialisation	*Higher degree(a)*	*Other post-graduate(b)*	*Bachelor(c)*	*Other(d)*	*Total*
			INITIAL TEACHER EDUCATION(e)		
General	—	713	276	5	994
Early childhood	—	21	479	632	1,132
Primary	—	338	2,538	2,607	5,483
Secondary	—	1,926	2,135	509	4,570
Special	—	23	31	28	82
Other(g)	—	191	344	547	1,082
Total	—	3,212	5,803	4,328	13,343
			POST-INITIAL TEACHER EDUCATION(f)		
General	296	1,604	1,348	9	3,257
Early childhood	2	115	88	27	232
Primary	—	360	2,239	118	2,717
Secondary	—	1,122	224	6	1,352
Special	32	668	38	—	738
Other(g)	72	1,105	68	—	1,245
Total	402	4,974	4,005	160	9,541
Total persons graduating	**402**	**8,186**	**9,808**	**4,488**	**22,884**

For footnotes see Table 40.

Source: Commonwealth Department of Employment, Education and Training

GLOSSARY

Aboriginal/Torres Strait Islander Student: a student of Aboriginal or Torres Strait Island origin who identifies as an Aborigine or Torres Strait Islander.

Affiliation of non-government schools: non-government schools are classified into two groups—Catholic and Independent. Included in the Independent category are schools with specific religious affiliations (other than Catholic) and schools that are inter-denominational, non-denominational or which have no religious affiliation.

Age participation rate: the number of school students of a particular age and sex expressed as a proportion of the estimated resident population of the same age and sex. It indicates the proportion of the population who are still at school.

Apparent retention rate: the percentage of full-time students of a given cohort group who continued to a particular level/year of education. In this publication, retention rates are calculated for students who continued to years 10, 11 and 12 of secondary schooling.

Area of activity (of staff): considered to be primary education or secondary education. As a rule, the FTE of staff is apportioned across areas of activity on the basis of time spent in the various areas of activity.

Category of school: schools are classified to the government or non-government sector.

Educational attainment: measures the highest qualification obtained by the respondent. Qualifications may include those obtained at other than educational institutions (e.g. nursing qualifications obtained at a hospital).

Full-time equivalent (FTE) of staff: a measure of the total level of staff resources used. The FTE of a full-time staff member (i.e. employed full-time and engaged solely in activities which fall within the scope of this collection) is equal to 1.0. The calculation of FTE for part-time staff is as follows:

(a) The full-time equivalent of part-time staff performing some activities which fall outside the scope of this collection (e.g. preschool, TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time staff member solely occupied by in-scope activities.

(b) The full-time equivalent of part-time staff performing activities which fall solely within the scope of this collection is calculated on the basis of time worked compared with that worked by full-time staff performing similar duties.

Some States are not able to calculate full-time equivalents on a 'time spent' basis for all staff functions but use wages paid as a fraction of full-time rate, or a resource allocation based formula. Some also use a pro-rata formula based on student or teacher numbers to estimate aggregate FTE for some categories of staff.

Highest level of secondary school available: the highest level of secondary schooling (or equivalent) offered by the education system at the time the respondent left school.

Leavers: persons who were full-time students at any time in the previous calendar year, but were not full-time students at the time of the survey.

Level of education: defined as follows:

(a) Primary education is that full-time education which typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as preschool education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In South Australia and the Northern Territory it may extend from pre-year 1 to year 7 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).

(b) Secondary education is that education which typically commences at around age 12 after completion of primary education and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, Western Australia, South Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent).

Junior secondary education comprises years 7 to 10 in New South Wales, Victoria, Tasmania and the Australian Capital Territory and years 8 to 10 in Queensland, South Australia, Western Australia and the Northern Territory.

Senior secondary education comprises years 11 and 12 in all States and Territories.

(c) Combined education refers to those schools which offer both primary and secondary education.

Major function (of staff): staff have been categorised according to their *major function*, which is based on the duties in which they spend the majority of their time.

The functional categories for school staff are as follows:

(a) Teaching staff are staff who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, that is, are engaged to impart the school curriculum. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties.

(b) Specialist support staff are staff who perform functions that are of special benefit to students or teaching staff in the development of the school curriculum. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum. Instead they generally undertake such duties as providing counselling to students or their families, providing advice on appropriate courses of study or careers advice.

(c) Administrative and clerical staff are staff whose main duties are generally of a clerical/administrative nature. Teacher aides and assistants are included in this category, as they are seen to provide services to teaching staff rather than directly to students.

(d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

The functional categories for staff not generally active in schools are as follows:

(a) Executive staff are staff generally undertaking senior administrative functions which are broader than those of a secondary school principal. Executive staff salaries generally exceed those of a secondary school principal.

(b) Specialist support staff are staff who manage or are engaged in curriculum development and research activities, assisting with teaching resources, staff development, student support services and teacher support services.

(c) Administrative and clerical staff are staff whose main duties are of a clerical/administrative nature. Includes office staff, publicity staff and information technology staff in State and regional offices.

(d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

School (other than a special school): must satisfy the following criteria:

(a) Its major activity is:

  (i) the provision of full-time day primary or secondary education

  or

  (ii) the provision of primary or secondary education by radio or correspondence

(b) It is headed by a principal (or equivalent) responsible for its internal operation.

(c) It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business or coaching colleges.

Special school: a school which requires students to exhibit one or more of the following characteristics before enrolment is allowed:

- intellectual disability
- physical disability
- autism
- social/emotional disturbance
- in custody or on remand

The following are not considered to be special schools: intensive language centres; schools whose distinguishing feature is the lack of formal curriculum; schools for exceptionally bright or talented students.

Staff: persons who are involved in the administration or provision of primary, secondary or special education. Staff are categorised as school staff and staff not generally active in schools. School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in duties in one or more schools.

Student: a person who is enrolled in a school and active in a course of study other than preschool or Technical and Further Education (TAFE) courses.

(a) A *full-time* student is one who undertakes a workload specified as full-time in the government or non-government sector.

(b) A *part-time* student is one who undertakes a workload less than that specified as full-time in either sector.

The method used to determine student workload varies between States. Most of the tables in this publication relate to full-time students.

Curriculum
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